DIGITAL SCIENCE

Fossils

Contents
» Fossils

Objectives
» "Fossils" video on the digital platform
» Describe what a fossil is
» Explain the process of fossil formation

Materials
» Student Handbook, pages 204-206
» Dictionaries (optional)

Class Plan

Beginning

Write the word "fossil" on the board and ask students what they know about them and to name some items that come to their minds when they hear this word. Create a spidergram on the board with students' ideas and include some if necessary. Students can use L1, if necessary, but write them in English on the board.

Developing

Activity 1

Ask students to look at the picture and answer the questions in pairs. Elicit the answers from them and have a class discussion about their answers. Reveal what the picture is and let students react to the information. If a student already knows what it is, ask them to explain it to the group; help them with language.

Activity 2

Before playing the video, have students read the activity and answer any questions. Play the video once and ask them to choose the best alternative. Students can check their answers in pairs before you correct it with the whole group.

Activity 3

Read the sentences with students and answer any questions they might have. Play the video through once and tell students to write **T** or **F**. Then play only the first

40 seconds so that students can check their answers. The four sentences correspond to the first 40 seconds of the video. Have them double check their answers with a classmate and elicit the answers from individual students. Write them on the board.

Activity 4

Read the sentences and ask students to number them from 1 to 7 in the order they are mentioned in the video. Play the video through once. Then play only the last 55 seconds again and have students number the sentences. Play this part again so that students can check their answers. Have them double check their answers with a classmate and elicit the answers from individual students. Write them on the board.

Activity 5

Pair students up and have them read the text. Tell them they need to correct the sentences after reading the text to make them true. It is important to tell them they do not have to know all the words to understand the text. Once students are done, ask a volunteer from each pair to write their answer on the board. You can have a class discussion of the other possibilities for correction.

You can draw students' attention to the British spelling in the text and compare it to the American spelling.

Extra Activity

Pair students up and explain to them they will role-play pre-historic reporters. Explain that there were no humans back when dinosaurs were on Earth, so they must be creative and do something like "T-Rex News" and be T-Rex themselves.
Example: A triceratops was pooping behind the bushes this morning when a terrible accident happened. There was an avalanche, and both the triceratops and the poop were buried forever.
When students are done, have them present their skits to the classmates.
If necessary, you can provide students with the following input text:
"A/An [animal] was [action in past progressive] when [action in the simple past].
The [animal] became a fossil because [explain what happened]. We all feel [describe how you feel] about the situation."

Ending

Activity 6

Organize students into small groups and have them discuss the questions. While they talk, walk around the classroom and support their participation.

You can assign item d as homework or students can use the internet to search for fossils discovered in Brazil.

Answers

Activity 1

a) Possible answer: Feces/poop. (This is a coprolite or fossilized feces.)

b) A dinosaur. (Non-identified species.)

c) Nothing.

(You can talk to students that people did not coexist with dinosaurs, the first humans coexisted with mammoths and saber-toothed tigers only.)

Activity 2

b

Activity 3

a) F; b) T; c) T; d) F

Activity 4

a) 5; b) 6; c) 3; d) 7; e) 1; f) 4; g) 2

Activity 5

a) Scientists discovered a fossilised seaweed.

b) The specimens were imprinted in rock taken from an area of dry land near the city of Dalian.

c) Land plants are descended from green seaweeds.

Activity 6

Personal answers.

The Skeletal System

Contents
» Skeletal System

Objectives
» List and describe the functions of the skeletal system
» Get to know the human skeleton and name some bones

Materials
» Student Handbook, pages 207-208
» Video: "Skeletal System" on the digital platform
» A human-size skeleton model (or picture with no bone names)
» Computer lab or devices with internet access

Class Plan

Beginning
Show students the skeleton model (or picture). Ask them what they know about the human body and the skeleton system. Allow them to share their previous knowledge in L1 if necessary but encourage the use of English whenever possible.

Developing

Activity 1
Ask students "Can you guess how many bones an adult body has?" Have students sit in pairs and answer the questions. Then have students compare their answers with another pair. Reveal the correct answer for item a or allow them to check the internet. Ask students to tell you who got closer to the correct answer. Allow them to share their previous knowledge about the bones they can name.

Tip

You can use the opportunity in item a to review the numbers in English if you think it is necessary.

Activity 2
Read the terms with students and practice pronunciation. In pairs, have them match the words with the pictures. Ask them to use their previous knowledge

and context. Explain they will have the chance to check their answers while watching the video.

Activity 3
Play the video so they can check their answers. Elicit the students' answers and write them on the board.

Activity 4
Have students read the name of the bones and look at the picture. Play the video again and ask them to complete the picture. Play the video again and ask them to compare the answers in activity individually. Ask them to compare the answers in pairs. Play the video once more and have them check their answers in pairs. Elicit the answers and write them on the board. Practice pronunciation if necessary.

Activity 5
Ask students to read the sentences and try to predict which word or type of word (adjective/noun) they need to write. Play the video, pause after each sentence is mentioned, and have them complete the blanks. Have students check their answers with a classmate, elicit their answers and write them on the board. Play the video once more so that they can check the answers.

Activity 6
Tell students they will work in pairs to solve a medical mystery. Each pair can choose which disease they want to research to complete the table, or they can research all of them. If possible, they can use their cell phones or tablets, or you can take them to the computer lab. Alternatively, you can assign the activity as homework and check their answers in the following lesson.

Ending
If students have completed activity 6 in the classroom, ask them to role-play an interview based on the medical mystery they chose to solve. One student plays the role of a TV show host, and the other one is the special guest (a bone, bone marrow, or a vitamin). Students must come up with six questions and use their research to answer them. Tell them to act according to their roles to make the activity fun and engaging. Have them present their skits to the whole group afterward.

If students haven't completed activity 6 in the classroom, they can role-play an interview based on the information about the human skeleton they learned in the class. One student can be a TV show host and the other a doctor.

Activity 1

a) There are 206 bones in an adult human skeleton.

b) Personal answer.

Activity 2

a) limb bones; b) girdle bones; c) axial skeleton

Activity 5

a) framework, support; b) vertical; c) internal organs, injury; d) muscles, movement; e) blood, calcium

Activity 4

- skull
- rib cage
- pelvic girdle
- shoulder girdle
- upper limb
- vertebral column
- lower limb

Activity 6

Suggested answers.

	Rickets	Leukemia	Scurvy
What is the disease?	The softening and weakening of bones in children.	Bone marrow cancer.	It is a severe vitamin C deficiency.
What causes the disease?	Lack of vitamin D in childhood prevents calcium from being absorbed by the bones.	Scientists are not sure. It seems to develop from a combination of genetic and environmental factors.	Lack of vitamin C in the diet prevents collagen from being produced by the body.
What are the symptoms?	Delayed growth and motor skills; pain in the spine, pelvis, and legs, muscle weakness and skeletal deformities.	fever, persistent fatigue, swollen lymph nodes, easy bleeding, tiny red spots in the skin, bone pain.	Anemia, bleeding gums, tooth decay.
What is the treatment?	With vitamin D and calcium supplements.	Chemotherapy, radiation therapy, stem cell transplant.	Eating citrus fruits and having vitamin C supplements.

Sources: MayoClinic. "Rickets." May 14, 2019. https://www.mayoclinic.org/diseases-conditions/rickets/symptoms-causes/syc-20351943; MayoClinic. "Leukemia." March 13, 2018. https://www.mayoclinic.org/diseases-conditions/leukemia/symptoms-causes/syc-20374373; MayoClinic. "Scurvy." December 10, 2019. https://www.mayoclinic.org/diseases-conditions/vitamin-deficiency-anemia/symptoms-causes/syc-20355025.

DIGITAL SCIENCE

Food Chain

Contents
» Food chain
» Energy flow

Objectives
» Talk about and understand a food chain
» Describe a food chain
» Explain how energy flows through a food chain

Materials
» Student Handbook, pages 209-211
» Video: "Food Chain" on the digital platform
» Small blank cards (at least five per student, optional)
» Colored pencils (optional)
» Printed or digital dictionary (one per pair of students)
» Computer lab or devices with internet access

Class Plan

Beginning
Start the class by playing a game with students. Write "animals," "fruits," and "vegetables" on the board. Set up a time limit (e.g., 1 minute) and ask students to write down as many items of these categories as they can. When they finish, have them compare their answers in pairs.

Developing

Activity 1
If necessary, quickly review the alphabet with students by having them say it out loud while you write it on the board. Set up a time limit (around 3 minutes) and explain that now they have to complete their lists. Then, in pairs, have students compare their words. They might struggle to find items starting with some letters (e.g., g, j, n, q, u, v, x, y). If time allows, you can have students check on the internet (if available). Elicit their answers and write them on the board so they can check their spelling. Provide them with ideas of words they do not come up with.

Activity 2
Ask students to read the words and the definitions. Ask them if they have any idea of their meanings or if they have heard them before. Write "food chain" on the board, explain the meaning of **chain** if necessary, and ask students to infer its meaning. Ask them to match the words with the definitions in pairs. They can use a dictionary or check the internet (if available). Check the activity with the whole group, say each word, and have students repeat them. If you have internet available, you can check together the pronunciation of each word on a dictionary website.

Activity 3
Play the video once and have students check the correct option for general comprehension. Check the activity with the whole group.

Activity 4
Play the video through once more. Ask students to complete the activity individually. Then have them check their answers in pairs. Elicit their answers and write them on the board.

Activity 5
Read each item with students and check their comprehension. Explain that they need to use the words in activity 3 to complete the items. If necessary, complete the first item with them. Have them complete the activity in pairs. Then play the video again and have them check their answers. Elicit their answers, check their pronunciation, and write them on the board.

Activity 6
Ask students to read the definitions and complete the activity individually. Then ask them to compare their answers in pairs and check the activity with the whole group.

> **Tip**
> The video does not explicitly mention the terms **producer**, **primary consumer**, **secondary consumer**, **tertiary consumer**, and **heterotroph**. It is expected that students can infer based on the context and on other terms mentioned. You can find more information about food chains at http://ftd.li/x6zbch.

Activity 7

You can assign this activity as homework or have students use the internet to do some research in the classroom. They can use any animal from Brazil, but the energy flow must be correct. The arrows represent the energy flow and they point to the organism which eats the previous one. They must also write the trophic levels of each organism. Remind them that food chains always start with a producer, that is, an autotrophic organism such as a plant or algae, then an herbivore and two carnivores or omnivores. Students might ask you if animals can be considered "vegetarians." Tell them the correct term is **herbivore** and that the term **vegetarian** is used for humans only (which are omnivore animals).

Note: animals can occupy more than one trophic level at the same time. For instance: a human can be a primary consumer when eating corn, but a secondary consumer when eating the chicken that ate the corn.

Ending

If you have run out of time, have students present the food chains to the classmates by naming their organisms, trophic levels, and explaining why they have chosen those animals. If you have assigned activity 7 as homework, organize students in small groups so that they can discuss what animals they intend to choose and exchange ideas with their classmates.

If you have time, have students prepare their own ecology flashcards using the vocabulary they learned in this lesson. First, brainstorm with students how they can create flashcards and how they can help learn new words, and write their ideas on the board. Add some of your own ideas as well. Here are some tips for creating effective flashcards (adapted from Thomas Frank's video, available at http://ftd.li/rk4tjg.

> Use your own words.

> Add funny pictures and mix them up with words.

> Use mnemonic devices to help associate information.

Say your answers out loud.

Study the flashcards in both directions.

Hand in ten blank cards per pair of students and have them use the tips you gave to create their cards for the following terms.

> biocenosis
> autotroph
> heterotroph
> primary consumer
> secondary consumer
> tertiary consumer
> herbivore
> carnivore
> trophic level
> food chain

If time allows, teach students some games they can play with flashcards and have them play in pairs or small groups. For instance, one student says the term and other say the word (or vice versa), two pairs can play a memory game using two sets of cards, etc.

Answers

Activity 1
Suggested answers: apple, bee, cat, duck, egg, frog, goose, horse, iguana, jellyfish, kiwi, lion, monkey, nut, orange, pig, quinoa, rabbit, strawberry, tiger, (sea) urchin, vanilla, whale, ximenia, yam, zebra

Activity 2
c; a; d; b

Activity 3
d

Activity 4
a) potato beetle; b) red fox; c) potato leaves;
d) common pheasant

Activity 5
a) potato leaves; b) potato beetle; c) common pheasant;
d) red fox

Activity 6
a) potato leaves; b) potato beetle, common pheasant, red fox

Activity 7
Personal answers.

Dear Teacher,

Welcome to **StandFor Evolution Fly High**, an extended course load English program created for the Brazilian market. From pre-primary to secondary education, our program offers five classes per week in accordance with the National Common Curricular Base (BNCC, in the Portuguese acronym).

Your planning routine will be made easy with well-structured class plans for the wide variety of classes that form our program, ranging from lessons based on the four skills and grammar to ones based on maker culture, from learning through project work to extensive reading. To ease your daily workload, the different types of classes are all presented in this **Teacher Book** accompanied by step-by-step instructions.

Developed to assist you in your journey of empowering the students as they learn English, **StandFor Evolution Fly High** provides you with all the necessary support for your mission to ensure that we are helping students become capable of achieving their objectives and take advantage of the opportunities offered by our multicultural and globalized society – students that are prepared to interact and use English outside the school walls.

We hope that, through the study of the English language and all the benefits it offers, together, teacher, students, and the **StandFor** team, we can look back at the end of our journey and see ourselves transformed for the better.

You can count on us!

The StandFor Team

CONTENTS

MODULES

The **StandFor Evolution Fly High** program offers different kinds of classes organized into modules that bring diversity and dynamism into the classroom. Each module is associated with a different color.

UNITS The language syllabus is the focus of these classes. They focus on the development of four skills: reading, listening, speaking, and writing.

CLIL In these classes, cross-curricular content and language are integrated.

CLIL PROJECTS Students develop two cross-curricular projects that connect content with their daily lives and include language learning. Students create a final product and go through typical project stages to accomplish their goals: planning, production, and evaluation.

DIGITAL SCIENCE With step-by-step instructions, these classes include video lessons introducing science content in accordance with the BNCC.

STEAM In these classes, students have the opportunity to work with content related to the areas of science, technology, engineering, art, and math and develop a project in one class.

STEAM PROJECTS Students are challenged to create products related to the STEAM areas in four classes following a scientific methodology: hypothesis, planning, testing, evaluation, re-testing, final evaluation, and presentation.

READERS These classes include activities that spring from the readings in the two **StandFor Graded Reader** books to promote enjoyment of the stories and reflection about their themes.

STANDFOR PROJECTS In these classes, knowledge is constructed out of group discussions about an issue related to cross-curricular content. The focus is on content, not language.

GAME These classes review and recycle the language structures and vocabulary learned in the units with fun activities.

MUSIC In these class plans, you are given ideas on how to work with songs in the classroom. Some classes deal with sounds and others give you suggestions for activities and sometimes songs to use with your students.

SOCIAL-EMOTIONAL LEARNING These video lessons introduce Amber and Nicholas, who talk about teen-relevant issues and invite the students to reflect on their emotional reactions based on their own life experiences.

REVIEW These classes are an opportunity to review content and prepare students for the summative assessment moments.

ASSESSMENT Classes in which different kinds of activities, including a formal test, can be carried out to check on students' progress and questions.

EXAM PRACTICE These classes give students the chance to familiarize themselves with international exams and get ready to take one if they wish to.

STANDFOR SERVICES The **StandFor Team** pays a visit to the school to interact with students and teachers in these classes. This means time for a storytelling activity or an English immersion day with lots of activities.

FREE CLASSES No content is assigned to these classes because they are meant to give you flexibility to include activities of your own, join a school event, or even adjust your calendar. Although the free classes are presented at a certain moment in the program, you are encouraged to make use of them when you deem it most appropriate.

Handbook Units and Extras

Welcome Unit

Consisting of six pages, the Welcome Unit presents activities that allow students to review grammar and vocabulary they have already studied. The activities are well-contextualized and designed in a very user-friendly way.

Units

There are eight units with ten pages each, and each unit is divided into four lessons. A more detailed breakdown of each unit will be given on the following pages.

Review

All eight units have a corresponding one-page review, aimed at reviewing grammar and vocabulary. The eight reviews contain practical activities and a mini-project that are closely related to the main theme of the unit.

CLIL and STEAM Projects

Every two units are followed by either a CLIL or a STEAM project. Both CLIL and STEAM are approaches that engage students by connecting the learning to their own lives. English is just one of the many different abilities students will be challenged to put to use.

Throughout the process of each project, students are invited to get hands on to organize and carry out a sequence of tasks or stages. The final product will be the findings from their research on an initial driving question or their own creative solution to a proposed problem, such as building a stool that supports their weight or creating music to express feelings without using instruments. Their challenge is to reach that goal through collaborative teamwork, using their own strategies and resources. The projects culminate with a student-led production to present their work.

Word Bank

A illustrated glossary with the vocabulary from each unit that students are expected to start using more actively. The **Word Bank's** visual style has been designed to help students associate meaning with images, rather than providing translations. The glossary may also include definitions, synonyms, opposites, etc.

Grammar

Unlike the grammar worked on in the units, here grammar is presented in a deductive way through visual and interactive context related to the unit. The main objective of this section is to allow students to organize what they have been learning and develop their self-study skills.

Workbook

There are four pages of complementary activities for each unit. Closely related to the content developed in each one of the four lessons in the unit, the tasks in the **Workbook** aim at providing students with more opportunities to review and consolidate the unit content. The **Workbook** includes reading, grammar, and vocabulary tasks that may be carried out in class or assigned as homework.

Verb List

This section provides students with a useful list of irregular verbs. The list on this page could be referred to and utilized in different ways: a reference for a written activity, as prompts for a story, as games to help students memorize chunks, etc.

Student A and B

These are activities that provide students with the opportunity to practice recently learned language items and functions while performing an oral task.

Working in pairs, each student reads a different page, A or B, each providing different information. As each student knows something the other needs, the A/B activities foster real interaction and communication, requiring students to authentically exchange information on a specific topic related to the unit.

Stickers and Cutouts

The **Student Handbook** includes include stickers and cutouts. These are an integral part of some unit activities. These bring variety to class materials and motivate students to pay closer attention to the task they are doing.

The pages where students can find the stickers or cutouts are indicated in the relevant activities.

Unit

The **StandFor Ev**
and alternative de

Because we unde
that will allow bo
working on from

There are eight u
spread and four l
each of the four l

>> **Lesson 1:** Readi

>> **Lesson 2:** Speak

>> **Lesson 3:** Listen

>> **Lesson 4:** Writin

Opening Pag

All units begin w

>> Non-verbal text

>> The objectives

>> A self-evaluatio

These pages hav
in the unit. The
students' curios
different ways y
elicit what they

>> Students read
information th

>> In small group

>> Students write

Another impor
ten objectives
read them and

When you hav
and do the self

As a follow-up
they need to v
an infographic
particularly lik

Unit Structure

The **StandFor Evolution Lower Secondary** program is an innovative collection whose urban and alternative design functions as yet another tool to appeal to and engage learners.

Because we understand that a little predictability can be very welcome, the units trace a path that will allow both teachers and students to anticipate, to a certain extent, what they will be working on from lesson to lesson.

There are eight units in each Handbook. All of them consist of a visually attractive opening spread and four lessons of two pages each. Although the four skills are used in every lesson, each of the four lessons in a unit has a main focus on one of the four skills:

>> **Lesson 1:** Reading

>> **Lesson 2:** Speaking

>> **Lesson 3:** Listening

>> **Lesson 4:** Writing

Opening Pages

All units begin with an attractive double-page spread with:

>> Non-verbal texts related to the theme of the unit;

>> The objectives of the unit;

>> A self-evaluation task.

These pages have been designed to give learners a taste of what they are going to talk about in the unit. The images and the visual impact of the opening spread are intended to engage students' curiosity about the theme and activate their existing knowledge. Although there are different ways you may explore the non-verbal texts, it is important that you suggest tasks that elicit what they already know about the topic. Here are a few suggestions:

>> Students read the title of the unit and look at the image. Next, they share with a partner three pieces of information they know about the theme of the unit.

>> In small groups, students take turns describing the image.

>> Students write a caption for the image.

Another important feature of the opening spread is the list of objectives. There will always be ten objectives per unit. One suggestion for working with these objectives is to ask students to read them and decide which ones they think will be more interesting or more challenging.

When you have finished the unit, students should go back to these pages, read the objectives, and do the self-evaluation task, using the stickers provided.

As a follow-up, talk to students about what can be done to improve the objectives they feel they need to work harder on. Encourage them to make a simple action plan, such as "read an infographic on a theme I particularly like" or "write facts and figures about a theme I particularly like."

Reading

Reading activities may occur in any lesson, but in **Lesson 1** the emphasis is on the development of reading skills. The chosen texts provide students with a wide range of genres and linguistic variants. Some texts are authentic and some have been adapted to make them more comprehensible to students. Whenever this is the case, the original visual presentation of the text is simulated to maintain the structure and characteristics of the genre.

The texts are presented with activities that allow students to analyze the genre, as well as pre, while, and post-reading activities. These may not necessarily be in the Units, however, the **Teacher Book** includes suggestions of how to help students develop their reading strategies.

Some of the reading texts have also been recorded. We recommend that you play the audio when the students first encounter the text in order to foster reading fluency, preventing students from pausing at unfamiliar words, and also to allow them to experience pronunciation features of the language, such as linking and intonation.

Communication

This section appears mostly in **Lesson 2**. The activities in **Communication** aim to develop accuracy in speaking, as opposed to oral fluency and personal expression, which is the primary focus of the activities indicated by the speaking icon. The proposed activities range from more controlled practice (repetition, drills, grammar games, etc.) to less controlled ones (cued-dialogs, A/B activities, etc.), culminating in production (fluency practice in speaking). Suggestions of freer speaking activities are also provided in the **Teacher Book**.

Listening

Just like **Reading**, **Listening** may appear in any of the four lessons. It is in **Lesson 3**, though, that the focus is on the development of listening skills. To ensure the **Student Handbook** offers a great sample of English variants, the speakers come from different regions of the world and they may or may not be native users of the language. In **Lesson 3**, the genre and social function of the text are more relevant than the grammar and images that accompany the tasks. Audio scripts for oral texts are provided in this **Teacher Book**.

Writing

The units culminate with written production in **Lesson 4**. Students will be asked to produce a text belonging to a textual genre. This may be the same genre explored in **Lesson 1** or a different one. Whenever this is the case, the lesson will come with a model text of the same genre so students can explore and analyze its conventions (what it is, who writes it, who is the target reader, why it is written, where it appears, the layout, style, text structure, lexical and grammatical features, etc.).

Students should always be encouraged to follow the steps in their writing process, which include planning, drafting, revising, and writing a final draft. The step-by-step instructions regarding these stages may be suggested on the same page as the proposed task or in the **Teacher Book**. Here are other suggestions you may use with students:

Planning

>> Students brainstorm ideas for their texts orally in large or small groups and make a collaborative mind map.

>> Students make a list of useful vocabulary and grammar items according to the genre or topic of the text.

>> Teacher elicits rubrics for self-assessment and evaluation.

Drafting

>> Students explain to a partner what they plan to put on paper.

>> Students are encouraged to use dictionaries and their books as reference material.

>> Students use rubrics as a checklist while they are writing their texts.

Revising

>> Students read and revise their own text, focusing on the rubrics.

>> Students look critically at a partner's text and make comments based on the rubrics.

>> Students read a partner's texts and make constructive comments on content and form.

Grammar

Grammar is an important feature of learning a language and this section may appear in any of the four lessons. There may also be more than one topic per lesson. Whenever this happens, a new subtitle will be provided. The rule activity will appear in most cases and is an integral part of the section, as it helps students figure out the rules by themselves.

Pronunciation

This section may appear in **Lesson 2** or **3**. It usually provides highly controlled speaking practice. The section may also occur as pre-listening activity in **Lesson 3** in order to warm students up for the oral text or, less frequently, after the listening task as a noticing activity. There may be more than one topic per lesson.

Cross-references

These indicate the page students should go to for more practice or information about a topic. There are cross-references to:

>> Review

>> Workbook

>> Grammar

>> Word Bank

QR Codes

These enable students to have easy and quick access to a number of videos presented by Amber and Nicholas. There are four QR codes in each Handbook.

Boxes

TIP(S)

This section may present general tips on grammar, vocabulary, pronunciation, or more detailed information about a topic, such as the metric equivalent to one foot.

THINK TANK

Students are asked questions that encourage them to engage in critical thinking activities, which may involve expressing opinions appropriately or answering a question that raises their awareness of their language or culture.

This box provides cultural tips and information to expand students' knowledge of a topic, such as an artist or other cultural element mentioned in a text.

Rule

Grammatical or lexical rules are presented through inductive activities in the **Grammar** or **Vocabulary** sections.

SOCIAL-EMOTIONAL LEARNING (SEL)

Students are asked to consider their social and emotional responses. These may involve raising their self-awareness or discussing responsible decision-making, among others. Tolerance and inclusion, freedom and responsibility are some of the values students are encouraged to think about and discuss.

Icons

The following icons indicate the type of activity students will be engaged in.

- Audio
- Speaking
- Stickers
- Language Variation
- Cutouts
- Write in your notebook

Although th
pre-determi
which the c
material pos
class came
so that you
objectives a

Pro

In order to
you under

Progra

The class
other div
will suit t
schedule

Progra

In this p
sequenc
and enc

If you c
class pla

Your

If you v
blank a
Standl
class p

Although the class plans in this **Teacher Book** come in a pre-determined sequence, there are many other possible sequences in which the classes can the arranged. To make the reorganization of the material possible, each class was designed to be used regardless of what class came before or after. In addition, we created a **class heading** so that you can number your classes in the order that best suits your objectives and your institution's.

CLASS

Program Planning

In order to illustrate how the flexible program works, we provided two program options. Once you understand how the program works, you can create your own program if you like.

Program A

The class plans in this **Teacher Book** are organized interposing the language syllabus and the other diverse modules. A possible word to describe this program could be "mixed." This order will suit the teacher who doesn't like monotony and enjoys variety and diversity in the weekly schedule.

Program B

In this program the modules and units follow each other in complete mini-cycles. This sequencing will best suit the teacher who enjoys the regularity of cycles with clear beginnings and endings.

If you choose to follow this sequence, you can use the **class heading** on the top right of each class plan to write the number of the class in the proposed sequence to orient yourself.

Your Program

If you would like to personalize a program to your specific needs and teaching style, there is a blank annual program template available at Soulonica.com.br for you to customize your own **StandFor Evolution** annual program. You can use the **class heading** on the top right of each class plan to write the number of the class in the proposed sequence to orient yourself.

Program A   7H

FIRST SEMESTER	**FIRST TRIMESTER**	
	Class 46	UNIT 3, Lesson 1 | Part 2
	Class 47	LISTENING, Unit 3 • Recycling
	Class 48	STANDFOR PROJECT, *Cave Paintings* | Part 1
	Class 49	STANDFOR PROJECT, *Cave Paintings* | Part 2
	Class 50	UNIT 3, Lesson 2
	Class 51	SPEAKING, Unit 3 • Road Signs
	Class 52	UNIT 3, Lesson 3
	Class 53	GRAMMAR, Unit 3 • Comparative: superiority, equality, and inferiority
	Class 54	STANDFOR PROJECT, *Cave Paintings* | Part 3
	Class 55	STANDFOR PROJECT, *Cave Paintings* | Part 4
	Class 56	UNIT 3, Lesson 4 | Part 1
	Class 57	UNIT 3, Lesson 4 | Part 2
	Class 58	STANDFOR PROJECT, *Cave Paintings* | Part 5
	Class 59	SPEAKING, Unit 3 • Houses and Buildings
	Class 60	CLIL, Unit 3 • Public Art
	Class 61	STEAM, Unit 3 • Street Art
	Class 62	SOCIAL-EMOTIONAL LEARNING, Unit 3 • Craft Time!
	Class 63	FREE CLASS
SECOND TRIMESTER	**SECOND BIMESTER**	
	Class 64	UNIT 4, Lesson 1
	Class 65	STEAM PROJECT – Solar Oven Challenge | Part 1
	Class 66	UNIT 4, Lesson 2
	Class 67	STEAM PROJECT – Solar Oven Challenge | Part 2
	Class 68	UNIT 4, Lesson 3 | Part 1
	Class 69	SPEAKING, Unit 4 • Food Game
	Class 70	UNIT 4, Lesson 3 | Part 2
	Class 71	LISTENING, Unit 4 • Organic Sustainable Farming
	Class 72	STEAM PROJECT – Solar Oven Challenge | Part 3
	Class 73	UNIT 4, Lesson 4 | Part 1
	Class 74	UNIT 4, Lesson 4 | Part 2
	Class 75	GRAMMAR, Unit 4 • Quantifiers: **some**, **any**, **no**, **every**
	Class 76	STEAM PROJECT – Solar Oven Challenge | Part 4
	Class 77	SPEAKING, Unit 4 • Survey Time
	Class 78	CLIL, Unit 4 • Food from Brazilian Biomes
	Class 79	STEAM, Unit 4 • Creating a Vegetable Garden
	Class 80	REVIEW, Units 3-4
	Class 81	ASSESSMENT, Units 3-4
	Class 82	FREE CLASS
	Class 83	GAME, The Giant Faucet
	Class 84	EXAM PRACTIVE, Unit 3
	Class 85	EXAM PRACTIVE, Unit 4
	Class 86	SOCIAL-EMOTIONAL LEARNING, Unit 4 • Fruits and Veggies
	Class 87	FREE CLASS
	Class 88	MUSIC, Songs and Feelings
	Class 89	GAME, Tug of War
	Class 90	STANDFOR SERVICES

7fll

Class 136	STEAM PROJECT, Origami Box Challenge | Part 1
Class 137	UNIT 7, Lesson 2
Class 138	LISTENING, Unit 7 • Street Performers
Class 139	STEAM PROJECT, Origami Box Challenge | Part 2
Class 140	UNIT 7, Lesson 3 | Part 1
Class 141	UNIT 7, Lesson 3 | Part 2
Class 142	GRAMMAR, Unit 7 • Yes-no Questions
Class 143	STEAM PROJECT, Origami Box Challenge | Part 3
Class 144	UNIT 7, Lesson 4 | Part 1
Class 145	SPEAKING, Unit 7 • What Is in Your Trash Can?
Class 146	UNIT 7, Lesson 4 | Part 2
Class 147	STEAM PROJECT, Origami Box Challenge | Part 4
Class 148	CLIL, Unit 7 • Songs with a Cause
Class 149	STEAM, Unit 7 • Social Causes
Class 150	FREE CLASS
Class 151	UNIT 8, Lesson 1
Class 152	SPEAKING, Unit 8 • Women in Science
Class 153	UNIT 8, Lesson 2 | Part 1
Class 154	UNIT 8, Lesson 2 | Part 2
Class 155	READER, *Ask a Friend* | Part 1
Class 156	READER, *Ask a Friend* | Part 2
Class 157	UNIT 8, Lesson 3 | Part 1
Class 158	LISTENING, Unit 8 • What's STEM?
Class 159	UNIT 8, Lesson 3 | Part 2
Class 160	GRAMMAR, Unit 8 • Simple Past and Past Progressive | Conjunctions: **When** and **While**
Class 161	UNIT 8, Lesson 4 | Part 1
Class 162	SPEAKING, Unit 8 • Women in STEAM
Class 163	GAME, Future Destinations
Class 164	READER, *Ask a Friend* | Part 3
Class 165	READER, *Ask a Friend* | Part 4
Class 166	UNIT 8, Lesson 4 | Part 2
Class 167	READER, *Ask a Friend* | Part 5
Class 168	CLIL, Unit 8 • Women in Science
Class 169	STEAM, Unit 8 • An Online Game
Class 170	REVIEW, Units 7-8
Class 171	ASSESSMENT, Units 7-8
Class 172	FREE CLASS
Class 173	EXAM PRACTICE, Unit 7
Class 174	EXAM PRACTICE, Unit 8
Class 175	MUSIC, Song Lyrics
Class 176	DIGITAL SCIENCE, Fossils
Class 177	DIGITAL SCIENCE, The Skeletal System
Class 178	DIGITAL SCIENCE, Food Chain
Class 179	FREE CLASS
Class 180	STANDFOR SERVICES

The **StandFor Evolution Teacher Book** is the key to planing, developing, and delivering your English classes. It was created to give teachers flexibility to arrange the classes in the sequence that best suits their needs and fits the school's and students' characteristics. All suggestions are there to make the planning of your classes easier, but there is always room to include your own ideas and experiences instead of simply following the suggestions included in this **Teacher Book**. You should feel free to adapt anything to the specific characteristics and circumstances of each class.

Class Planning

The class plans in this **Teacher Book** are organized like this:

MODULE
Indication of the module

CONTENTS
Class content

OBJECTIVES
Description of what learners will be able to do at the end of the class

MATERIALS
List of resources you will need for the class

BEGINNING
Suggestion on how to start the class

DEVELOPING
Instructions on how to carry out the main activities

CLASS
Space for you to fill out the number of the class

ICONS
Indication of cross-curricular content

ENDING
Suggestions for how to finisih the class

NOTES
Space for you to include ideas or notes about the class

Planning is important for delivering effective classes. Richards and Bohlke (2011) state that class planning serves a number of functions, such as:

>> It provides a framework or "road map" for your lesson.
>> It helps you think through and rehearse the teaching process.
>> It provides a sense of security.
>> It determines the sequence and timing of activities.
>> It helps you realize your principles and beliefs.
>> It provides you with a record of what has been taught. (p. 37)

Remember that, you can always adapt the class plans in this **Teacher Book** to your needs.

After each class, reflect on how it went in order to plan the ones that follow. Richards and Bohlke (2011) suggest some questions for this:

1. Did my students enjoy the lesson? 2. Were there sufficient activities to engage my students throughout the lesson? 3. Which aspects of my lesson were the most successful? Which were the least successful? 4. Did I manage to achieve what I set out to teach? Were my objectives met? What evidence do I have for this? 5. What difficulties did my lesson pose? 6. Will I teach my lesson in the same way next time? (p. 41)

Some pages in this **Teacher Book** include note-taking space. Register your insights there and use them the next time you teach this level.

Free Classes

The **StandFor Evolution** program includes Free Classes to give you flexibility and the opportunity to include your own activities or to cope with the specifics of your school's calendar. For this reason, you will find blank class plans at suggested moments in the program so that you can make your own plan.

Boxes

In Advance
Reminders of what needs to be prepared or organized ahead of time for that class.

IT Tools
Tips about the use of information technology in the classroom.

Tip
General suggestions on language, teaching skills, helping students, self-evaluation, and other relevant advice.

Extra Activity
Suggestions of activities to complement the class. These are optional.

Go Further
Suggestions of texts, books, videos, websites, etc. to give you more information on the topic of the class.

Language Variation
Additional information about language variation. This has been designed to help you broaden students' awareness of why English can be considered a lingua franca nowadays, a language that belongs to people from different parts of the world. The texts included in **StandFor Evolution** reflect this huge variety of English speakers.

Fine-tuning
There are times when the lesson must be more finely tuned for the group of students or time available for the lesson. This box may offer suggestions of how to deal with fast-finishers or how an activity may be better differentiated in order to cater to students who have more difficulty, giving them more time and a better opportunity to understand and acquire that specific content.

Classroom Management
Tips on how to deal with typical classroom situations.

Audio Script
A transcription of the audio. The track number is given as a title.

Cross-Curricular Icons

The following icons appear near the title of the class whenever there is cross-curricular content. The same icons are used in the **Student Handbook**.

- Language
- Arts
- Science
- Math
- Physical Education
- Geography
- History
- ICT
- Music

PEDAGOGICAL APPROACH

The job of an English teacher has changed immensely in the past decade. We have been dealing with students who are far more connected with what happens around them and who have more and more exposure to English thanks to easier and quicker access to the internet and various podcasts, tutorials, and streaming services.

Working with students whose ages range from 11 to 14 will certainly demand a huge effort to keep them focused and engaged in class. Unless, of course, we look at students as active agents of their own learning. This is at the core of the pedagogical reasoning that guides this collection. "Protagonism" and "engagement" are key words, and you will certainly notice this as you begin working with the material we have so carefully prepared.

When looking up the meaning of the word "protagonism," we are almost immediately referred to the noun "protagonist:" the actions and qualities of a protagonist. Protagonists are closely related to the development of a given situation – they are the main character in a play, movie, or novel. They are the leading or principal figure. But a classroom is definitely not a work of fiction. How, then, can we deal with more than 10, 20, or 30 protagonists in a classroom? What kind of learning environment must we provide in order to have students take the lead? Which approaches, projects, and activities will be more conducive to the active and motivating engagement of learners? Here are some of the concepts we have turned to in order to address the challenge of finding possible solutions for such powerful driving questions.

Relevance of Themes and Topics

The main topics, explored in the units through engaging oral and written texts as well as questions and prompts in boxes such as **Think Tank** and **SEL**, aim to encourage a more critical approach to the issues in question. The topics selected include diversity, the environment, technology, arts, literature, society, and communication, among others. By and large, besides lending themselves to the constant development of English learning and bringing the knowledge produced in the world closer to the students, these topics provide students with opportunities to put into practice essential cognitive and social aspects such as critical thinking, reflections on citizenship, and greater awareness of social and emotional abilities.

Multiliteracies and Multimodality

Living in a multimodal world and being constantly surrounded by diverse modes of communication, which include verbal and non-verbal texts, ads, articles, songs, music, videos, animations, paintings, signs, and colors, students will benefit from the focus given to multimodality in **StandFor Evolution Lower Secondary**. This collection acts, in many ways, as a springboard to the analysis and exploration of different text genres and types of language, such as images, oral and written texts, design elements, and other multimodal features to which we are continuously exposed.

The concept of multiliteracy was coined in the 90s by the New London Group, a group of researchers that included linguists and educators. If at first the original focus of literacy was basically reading and writing, multiliteracy expanded that to the development of learners' comprehension of multimodal texts as well as empowering them as producers of such texts.

Starting from the question "What is appropriate for all (students) in the context of the ever more critical factors of local diversity and global connectedness?", two multiplicities have been incorporated into the concept of multiliteracy by the New London Group:

>> The diversity and multiplicity of languages and media;

>> The diversity and multiplicity of local culture characteristic of local populations, as opposed to global culture.

The pedagogical approach of multiliteracies brings diversity of cultural, linguistic, technological, and communicative aspects to the classroom. Also, it situates the students' personal experiences and their previous knowledge as key elements in their learning process. This approach provides students with the possibility of a practical transformation as they are encouraged to apply what they have learned so far in their life. This way, as learners come into contact with a great variety of text genres and activities that promote new relations and dialogs in their life, that old image of a student's brain being an empty receptacle becomes even more obsolete.

More than mere consumers of shared knowledge, students are encouraged to appreciate diversity and develop their skills so they can participate and cooperate more democratically in this multimodal world through the use of new technologies.

The verbal and non-verbal texts included in this collection aim to represent a wide range of communities that use English to communicate, not only the ones that use English as a mother tongue or second language. Our objective here is to promote intercultural learning and raise awareness of the many different variants of English. These are important components of multiliteracies.

Digital Literacy

As we want a book that also engages students through the language used on the internet and social media, another key feature in this program is its digital component. The collection has been developed with an eye to connecting students to the challenges we face in our digital era. According to the ALA (American Library Association), "digital literacy" is defined as "the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills" (Heitin, 2019).

We go along with this definition and believe that even though students were born in the Digital Era, they need room to develop the skills and strategies that will allow them to become digital citizens. An effort has been made to provide students with tools and activities that will more closely connect them to the digital era they live in and, as we have seen, this goes beyond naively accessing publications on the internet.

Hiller Spires, professor of Education and Technology at the University of North Carolina, considers three main points in digital literacy:

>> Finding and consuming digital content;

>> Communicating or sharing this content.

>> Creating digital content;

In other words, digital literacy is closely related to the students' ability to search for, evaluate, and produce content on different digital platforms. Not far from the concept of multiliteracy and critical thinking, digital literacy is gaining more and more importance in education for the role it plays in this learning stage of students.

We believe we can contribute to this learning by providing activities that encourage the critical use and production of digital content, digital interaction, and game-based learning. This will occur through the design and use of digital content through apps, the internet, videos, and social network.

English as a Lingua Franca (ELF)

Looking at English as a lingua franca – a language which allows people from across the globe and diverse language backgrounds to have access to what is being internationally produced in

terms of cultural, academic, and scientific knowledge – and, at the same time, a language that enables us to communicate with one another even when our first or second languages are very different, provides us with the understanding and respect for the diversity we live in.

Considering the teaching and learning of English as creating common ground for appreciating other points of view may represent an invaluable experience for those of us who believe we have a role in the social, cognitive, and affective development of students. In short, enabling students to use English as a resource for their comprehension and active participation in a world that has been communicating more and more intensely in this language is undoubtedly a privilege.

This collection is permeated by the concept of ELF. This is clearly seen in the selection of texts, audio, and images from a variety of communities across the globe that communicate in English, and not only the ones that have English as mother tongue (L1) or those where English is a language of prestige. Whenever relevant, we will point out some variants in the use of English.

Finally, although we do encourage and promote the use of English in class whenever possible, the use of students' first language doesn't have to be frowned upon or avoided at all costs. After all, they may resort to it in order to establish new connections between both languages.

Critical Thinking

Critical thinking appears in different ways in ELT (English Language Teaching). In this collection, it will be reflected not only in the choice of topics that lead to reflection, but it will also be developed in activities that promote the abilities of synthetizing, analyzing, reasoning, understanding, applying, creating, and evaluating, which are elements of high-order thinking skills. These skills will be approached in the **Think Tank** box in particular.

These are the areas of critical thinking which will be explored in the collection:

>> Analyzing;
>> Applying standards;
>> Discriminating;
>> Information seeking;
>> Logical reasoning;

>> Predicting;
>> Transforming knowledge;
>> Identifying biases;
>> Inference;
>> Determining relevance;

>> Curiosity;
>> Evaluation;
>> Self-regulation;
>> Interpretation;
>> Explanation.

CLIL & STEAM

Another good vehicle for the development of critical thinking skills in this collection is the presence of two CLIL (Content and Language Integrated Learning) and two STEAM (Science, Technology, Engineering, Arts, and Math) projects in each Handbook. These projects are clearly sequenced, foment interdisciplinarity, and allow students to work collaboratively in a group. Students are encouraged to use their creativity, considering different possibilities to answer a question or face a challenge, and to put different abilities, previous knowledge, and special talents into practice in order to reach a final common goal.

While CLIL consists of teaching both content and language, it also creates the conditions for the development of other cognitive skills, such as problem-solving, planning, and decision-making. In other words, students may be encouraged to do some research on a specific topic to learn more about it (content), English may be used as a tool to gather and communicate new information and achievement of a final goal (language skills), and students may be deciding together how to best communicate their findings in an infographic (cognitive skills), all of which occur in an integrated way. To encourage critical thinking, you may ask students some questions as they are developing their work, such as "what are your sources?" and "what other ways are there of accomplishing this?"

STEAM is an integrated approach that presents students with a challenge that may appear to have little to do with what they know or have done so far in class. Facing this challenge,

though – and this is the power of STEAM – will require them to come up with hypotheses, take risks, gather all their resources and skills in order to satisfactorily produce something they've probably never done before, discuss different solutions to meet the challenge, and evaluate the result they've achieved as a group. Leading questions such as "what do you need to begin this project?" and "have you considered other possibilities?" may also be asked in order to foster students' critical thinking.

Learner- and Learning-Centered Approach

In **StandFor Evolution**, the focus is on the students' development and experience, which is a fundamental aspect of language learning. However, Cameron (2001) argues that due to the diverse linguistic, psychological, and social development of learners, it is vital to adopt a learning-centered perspective, in the sense that keeping the learning objectives in mind is crucial to reaching success in the classroom. In this sense, "knowledge about [...] learning is seen as central to effective teaching" (ibid., p. I).

StandFor Evolution offers several opportunities for students to learn through experiments, collaboration, observation, and hands-on activities. Teachers are provided with suggestions to help students achieve their potential.

Social Constructivism and Zone of Proximal Development (ZPD)

Lev Vygotsky's social constructivist theory emphasizes the importance of social interaction in the development of cognition. In this sense, knowledge is constructed through the relationship between people. According to Vygotsky, the cognitive development in children occurs first on the social level (between people) and then on the individual level (within the child).

Since language plays a central role in human interactions, language is central in Vygotsky's theory. The idea is that learners use language first to communicate and interact with others and "this is the prerequisite for their being able to later internalize what was said as knowledge or competence" (Dalton-Puffer, p. 9). Therefore, teachers are seen as a guide and a facilitator of the learning process.

The concept of Zone of Proximal Development (ZPD) (Vygotsky, 1978) is fundamental in Vygotsky's theory. It refers to the tasks a child is able to do with support from others, that is, the tasks that are in a "process of maturation [...] functions that will mature tomorrow but are currently in embryonic state" (ibid., p. 86). Therefore, what children are not able to achieve today on their own, they will become able to accomplish with scaffolding and support. According to Tomlinson et al. (2003):

> The teacher's job is to push the child into his or her zone of proximal development, coach for success with a task slightly more complex than the child can manage alone, and, thus, push forward the area of independence. It is through repetition of such cycles that learners grasp new ideas, master new skills, and become increasingly independent thinkers and problem solvers. (p. 126)

Therefore, **StandFor Evolution** provides different activities for teachers to scaffold learning, in which students are invited to collaborate with other to become active critical learners. While learning the new language, they are challenged to discuss topics of social interest, aiming to raise their awareness in the process of becoming conscious, empathetic, and critical citizens.

Social and Emotional Learning

Many studies have discussed and proven that developing social and emotional skills in school is fundamental for students to become happy and successful adults. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL):

Social and Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (CASEL, n.d.)

They have identified five core competencies in SEL that can be helpful for teachers when planning and applying them in their lessons. These are:

>> **Self-awareness:** the ability to recognize our feelings, strengths, and limitations, being optimistic and confident.
>> **Self-management:** the ability to manage stress, control impulses, and become motivated.
>> **Social awareness:** the ability to develop empathy towards people from the same and different cultural backgrounds.
>> **Relationship skills:** the ability to communicate clearly, listen carefully, and cooperate.
>> **Responsible decision-making:** the ability to make positive and constructive choices in individual lives and social interactions.

In addition to considering the CASEL framework when choosing the competences and developing SEL, we also have drawn upon Social and Emotional Skills as described by the Organisation for Economic Co-operation and Development (OECD, n.d.). As explained by this organization:

'Social and emotional skills' refer to the abilities to regulate one's thoughts, emotions and behaviour. These skills differ from cognitive abilities such as literacy or numeracy because they mainly concern how people manage their emotions, perceive themselves and engage with others, rather than indicating their raw ability to process information. (OECD, n.d., p. 4)

In 2017, the OECD launched a study on social and emotional skills, which draws on the Big Five model — a well-established framework for social and emotional learning —, and included other "compound skills" (OECD, n.d., p. 5). The framework used by OECD can also be useful for teachers when addressing social and emotional skills with their students, and it is summarized ahead:

Domains	Skills
Task performance	achievement orientation, responsibility, self-control, persistence
Emotion regulation	stress resistance, optimism, emotional control
Collaboration	empathy, trust, cooperation
Open-mindedness	curiosity, tolerance, creativity
Engagement with others	sociability, assertiveness, energy
Compound skills	self-efficacy, critical thinking/independence, self-reflection/meta-cognition

It is worth mentioning that the social and emotional skills addressed throughout the series are also in line with the General Competencies established in the BNCC. These General Competencies includes, among others: collaborating to building a fair, democratic, and inclusive society; being curious about the world; proposing solutions; being sensible (value different artistic manifestations); valuing diversity in various aspects; expressing ideas clearly, being ethical regarding oneself, others and the planet; developing self-consciousness and self-criticism; managing frustrations; developing empathy, dialogue, and conflict resolution; being responsible individually and collectively.

The whole process should be evaluated in order to obtain significant, valid, and reliable data. So, apart from the content of the course, we need to evaluate:

>> The children: their participation in activities, their interest in carrying out activities, their attitude towards their classmates, their work, such as drawings, take home pages ...
>> The teacher: their pedagogical practices, classroom techniques, materials used in the classroom, their attitude towards the children.

28

Project Based Learning (PBL)

Project Based Learning (PBL) is a set of step-by-step interactive educational project scenarios to support teachers with professional methodology and IT tools in practice. The projects in **StandFor Evolution** help students shape 21st century skills, and provide teachers with lifetime skills.

Each project in the program covers important core curriculum topics and also provides teachers with a large number of instructions and inspiration for how to deal with difficult classroom situations and how to promote pro-environmental behavior, as well as offering a vast number of team-building tips, methods and integration play ideas. It consists of essential and tailored interactive resources (films, schemas, educational posters, simulations, and interactive activities).

PBL provides real-life examples to help teachers imagine each step of the project and help students understand their challenges. There are numerous additional editable materials to help teachers complete projects and teaching documentation faster and more easily.

PBL offers core curriculum alignment and a cross-curriculum approach. It presents an interdisciplinary approach, combining traditional classroom knowledge with real-world expertise and skills (teamwork, critical thinking, communication, decision making, etc.)

Benefits of project-based learning for students:

>> **Greater control over what and how they learn** – teachers set parameters for each project and students are free to propose their own ideas.

>> **A sense of educational ownership** – since they have greater control over what and how they learn, students often feel more invested and responsible for their work. Project-based learning also makes it easier for students to learn at a pace that is comfortable for them.

>> **Acquisition of complex, real-world skills** – project-based learning teaches students about teamwork, critical thinking, communication, decision-making, time management, public speaking, organization, social behavior, and more.

>> **An audience with their teachers** – the traditional classroom lecture model is all about listening. The teacher lectures and students absorb. The key advantage of project-based learning is that each student has more one-on-one time with their instructors to ask questions and share ideas.

>> **Hands-on, "fun" learning** – project-based learning requires a level of participation not seen in the traditional classroom, giving students a higher level of stimulation and a greater role in the educational process.

>> **Project portfolios that go beyond paper** – whether it is made up of videos, products, photographs, multimedia presentations, books, gadgets, or even paper, project portfolios are the end result of project-based learning. Students can easily show off their hard work.

Benefits of project-based learning for teachers:

>> **Greater student interaction** – traditional classroom learning involves the teacher more or less speaking to his or her students, with little interaction other than asking or answering a periodic question. Project-based learning puts the teacher into more of a facilitator role that allows for greater dialogue with each individual student.

>> **Insight into student motivators** – with each project, teachers receive a glimpse into the interests, passions and motivators of their students. Everything about a project gives teachers crucial information about the learning habits of their classes.

>> **No longer an army of one** – the assessment process in a project-based learning setting usually involves more than just the opinion of the teacher. It often engages other instructors, and even students' peers.

>> **Going beyond the classroom** – another benefit of project-based learning is the ability to draw in resources from the entire school and even the community. Learning is conducted on a more boundaryless scale, giving teachers an even greater pool of assets to work with.

Intensive and Extensive Reading

One of the primary purposes of using graded readers with language learners is to promote the habit of reading outside of the classroom for sheer pleasure. In addition, fostering the habit of reading brings countless benefits to the language classroom and student learning, as it promotes better fluency, increases vocabulary acquisition and improves students' confidence, just to name a

few. At the same time, an extensive reading program can also be adjusted to classroom purposes in order to introduce reading strategies of comprehension, further practice of new vocabulary, and even controlled oral practice of grammatical structures. In short, graded readers can be perfectly used for intensive reading practices. However, it is very important to find a balance between the two approaches. After all, we do not want our students to get bored and tired of reading, and we especially want to avoid the feeling that taking a book home means simply extending the very same tasks they do in the classroom. If we want this balance to work, we must first understand the concepts behind Intensive and Extensive Reading, as well as what each involves in terms of our role as teachers. Our ultimate goal is to provide opportunities to fully explore each story so that students experience reading as it is meant to be: meaningful and unforgettable.

Nation (2009, p. 25-60) makes a very important point when he defines reading as both a "source of learning and a source of enjoyment." When we think about language teaching, it is usually the learning-through-reading approach that takes place in the classroom (intensive reading). Enjoyment and pleasure from reading can also happen in the classroom when teachers include an extensive reading (ER) program. Such a program includes practices like bringing readers into the classroom, encouraging students to take books home, and preparing lessons in which they have the opportunity to discuss and present their ideas about the stories. Nation also states that ER in a language program has to do with both meaning-focused input and fluency development, depending on the level of the book and the learner. It differs from intensive reading (IR) in terms of purpose, as IR aims to teach language and vocabulary by providing students with texts that convey form-focused content. Therefore, through reading students learn new words and structures and explore the formal aspects of a text. In other words, IR is what we do in our English classes by using texts from course books and materials designed to teach the language. ER, on the other hand, aims to develop the fluency students need in order to be able to read materials of their choice for pleasure.

According to Day and Bamford (2004), some important ER features include:

>> a good quantity of books: the more the better;
>> focus on fluency, not on language features;
>> very small number of unknown words: the book should be at the student's language level;
>> use of enjoyable and relevant titles;
>> independence: students read silently and individually.

Having stated the differences between the two approaches, we might wonder how it is possible to practice the principles of ER with learners who are just beginning their adventures in a second language. In fact, it can be quite a challenge to use graded readers exactly the way an ER program should work. And the reason is simple: neither the language needed to perform such a task, nor the skills necessary to be a fluent reader have been mastered yet. In addition, not only does reading consist of the recoding and recognition of letters and words, it also involves making connections between the reader's knowledge of the world and the content of the text. In this case, ER serves mostly the purpose of exposing learners to books which are enjoyable, and it makes room for the exploration of many other aspects of learning a language simply by presenting students with a broad range of activities and projects based on the topic of the book. Another reason to adjust the expectations of ER is that, although ideally the books should be as close as possible to the learner's current language level and lexical knowledge, reality shows that it is virtually impossible to reach every student's language level without making it too easy for some and too difficult for others. That is why our aim is to engage students in the habit of reading for pleasure while at the same time developing language and expanding the topics of

the book by embracing a broader view of learning, which includes cross-curricular features and further work on values embedded in the stories.

We hope that, by reading two books per year with the guided help of the teacher, students will be able to develop their language at the same time that they embrace the habit of reading for fun. Therefore, our job as teachers is to provide students with the tools and resources they will need to make their experience closer to what ER should be like: meaning-focused, independent, and fun. In order to make this happen, it is important to select a variety of titles that present different topics, which will in turn be expanded to other discussions and projects, where students will be able to apply the language they are learning, produce relevant content, and master more and more complex skills necessary to be autonomous and successful readers.

Assessment

It goes without saying that one of the main purposes of having several evaluation instruments during a course is to allow both students and teacher to assess what has been learned within a certain period of time and what needs to be worked on further. Evaluation should always be viewed as a learning tool as it arguably enables both learners and teachers to redirect their efforts in order to move on with their learning/teaching process.

Bearing this in mind, it's always important to share with students, in advance, what is expected from them and what they can do to meet the given expectations. By doing this, in addition to making the learning objectives clearer, your feedback on students' performance will certainly make more sense to them.

Most authors divide assessment into two types: **summative** and **formative**.

Formative assessment helps teachers identify students' progress and/or difficulties. It should happen throughout the school year with the intention of checking if students are reaching the proposed objectives. In formative assessment, students become more aware of their strengths and weaknesses and should be encouraged to keep studying to reach the learning objectives. In this context, teachers have to support students and show them how they can improve. Feedback, therefore, is very important in this process. Some common instruments in this kind of assessment are: observations, self-assessment, activities and exercises in the classroom, group work, student's participation in class, portfolios, activities assigned for homework, tasks created by students themselves, etc.

Price (2010) describes **summative assessment** as a method to "measure the level of skills and knowledge that the learner has achieved while undertaking the course, and is typically designed to generate a grade or level that reflects the learner's knowledge and understanding against a set criteria that defines particular levels of achievement." Formal tests with open questions or multiple-choice exercises are the most frequently used instrument in this kind of assessment.

In **StandFor Evolution**, you will find opportunities to do both kinds of assessment. There are some classes reserved for summative assessment, and formative assessment should be carried out over the program in all classes and activities proposed. It is desirable that teachers use different instruments to assess students, varying the way assessment happens.

Remember that at the beginning of each unit, students will find a list of objectives. Whenever relevant, invite them to look at the items listed, analyze their own performance, and talk about their needs and strengths in small groups. You may take this opportunity to invite them to look more critically at the activities related to one or two of the objectives, both in the unit and in the **Workbook**, and then create an assessment activity to be answered by their partners. Working on evaluation instruments collaboratively will encourage students to clarify any questions they might have and will certainly motivate them to become protagonists in their own learning process.

REFERENCES

Casel, "What Is SEL?" 2020. https://casel.org/what-is-sel/.

C. Dalton-Puffer, *Discourse in Content and Language Integrated Learning (CLIL) Classrooms* (Amsterdam/Philadelphia: John Benjamins Publishing Company, 2007).

D. Coyle, P. Hood, and D. Marsh, *CLIL: Content and Language Integrated Learning* (Cambridge: Cambridge University Press, 2010).

I. S. P. Nation, *Teaching ESL/EFL Reading and Writing* (New York, NY: Routledge, 2009).

J. Price, *Principles of Assessment. (English Edition)* (Ebook Kindle, 2010).

J. Richards and D. Bohlke, *Creating Effective Language Lessons* (New York, NY: Cambridge University Press, 2011).

L. Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2001).

Liana Heitin, "What Is Digital Literacy?" *Education Week*, February 20, 2019, https://www.edweek.org/ew/articles/2016/11/09/what-is-digital-literacy.html.

L. Vygotsky, Mind in Society: *The Development of Higher Psychological Processes* (Harvard University Press, 1978).

OECD, "Social and Emotional Skills: Well-Being, Connectedness and Success," https://www.oecd.org/education/school/UPDATED%20Social%20and%20Emotional%20Skills%20-%20Well-being,%20connectedness%20and%20success.pdf%20(website).pdf.

P. Black and D. Wiliam, "Assessment for Learning in the Classroom," in J. Gardner, *Assessment and Learning* (New Delhi: SAGE, 2012).

R. Day and J. Bamford, *Extensive Reading Activities for Teaching Language* (New York, NY: Cambridge University Press, 2004).

S. Hillyard, "First Steps in CLIL: Training the Teachers," *Latin American Journal of Content & Language Integrated Learning* 4(2), (2011): 1-12. doi:10.5294/laclil.2011.4.2.1 ISSN 2011-6721.

Tomlinson et al., "Differentiating Instruction in Response to Student Readiness, Interest, and Learning Profile in Academically Diverse Classrooms: A Review of Literature," *Journal for the Education of the Gifted 27*, no. 2-3 (2003): 119-145. https://eric.ed.gov/?id=EJ787917.

Young Digital Planet, *Project-Based Learning* (Gdynia: YDP, [2017]) PDF.

Lesson 1

Contents

» Wh-words
» Simple present
» Parts of the house
» **There to be**
» Family members

Objectives

» Exchange personal information
» Review wh-words
» Review parts of the house
» Review family members
» Review simple present
» Review **there to be**

Materials

» Student Handbook, pages 6-8
» A soft ball

Class Plan

Beginning

Welcome students and tell them that you would like to know some information about them. Ask students to stand in a circle and explain that they are going to play a game. They should change places every time you say a sentence that they think applies to them. Say "Change places if you live near school." Those students who live near school should say "I live near school." and change places with another student. Keep changing the sentences and eliciting meanings if necessary. Each time students change places, ask a follow-up question and invite volunteers to answer it. Here are some suggestions of sentences and follow-up questions:
Change places if …

› you live near school. (Do you live in a house or in an apartment?)

› you live with your grandmother. (Who else do you live with?)

› you play a musical instrument. (What instrument do you play?)

› there are two bedrooms in your house. (Is there a garage?)
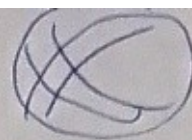
› you have a brother and a sister. (What are their names?)

› you came to school by car today. (Do you ever walk to school?)

› you went to the beach last month. (Did you swim in the ocean?)

Developing

Wh-words

Activity 1

Write wh-words on the board and elicit them using the following prompt: it is used to ask about people/place/time/information about something/reason/duration/distance. If necessary, remind students the wh-question **how** is also considered a wh-word and that it may be combined with adjectives (how long/how far). Ask students to complete the questions individually and then ask and answer them in pairs.

Simple Present

Activity 2

Focus students' attention on the pictures of Chloe's routine and, before they write the sentences about her, ask them to say in pairs which of those activities they usually do. After checking their work, take this opportunity to elicit and revise some of the rules, such as the third person **-s**, spelling, negative and interrogative sentences. To wrap up, encourage students to talk about their own routine in small groups and find out some similarities and differences.

Parts of the House/**There to Be**

Activity 3

Show students the image and elicit the parts of the house they recognize. Ask them if they think the house is wheel chair accessible and why (it is accessible because there are no stairs).

Activity 4

Ask students if their houses are like James' or if they are different. Allow students some time to do the activity and then ask them to compare answers with a classmate.

Family Members

Activity A

[text illegible due to blur]

The best answer to fill in each is a point. You may use the descriptions below in random order.

1. My mother's sister is my ____ (aunt)
2. My uncle's daughter is my ____ (cousin)
3. My aunt's husband is my ____ (uncle)
4. My parents have two children, a boy and a girl. The girl is my parents' ____ (daughter)

Activity 1

a) What; b) Where; c) When; d) Who; e) Why; f) How

Activity 2

b) she studies; c) she doesn't swim; d) she sings; e) she doesn't cook

Activity 3

b) There isn't a garage; c) There is a kitchen; d) There is an office; e) There aren't three bedrooms; f) There are two bathrooms

Activity 4

Personal answers.

[right column, illegible top text]

Writing

[text illegible]

Examples
1. My sister is Catalina.
2. My grandfather lives in Río de Janeiro.
3. I have five cousins.

Activity B

[word search grid — illegible]

WELCOME

Lesson 2

Contents

» Family members
» Subject pronouns
» Object pronouns
» Possessive adjectives
» Present progressive
» Giving directions
» Simple past

Objectives

» Read an article about the internet
» Review giving directions
» Review subject and object pronouns
» Review possessive adjectives
» Review present progressive
» Review simple past

Materials

» Student Handbook, pages 8-11
» Audio track
» A picture of your family

Class Plan

Beginning

Show students a picture of your family and briefly tell all the group some information about them. Organize them into trios and have them tell each other about their family.

Developing

Activity 6

In pairs, ask students to describe the images and then complete the sentences.

Subject Pronouns, Object Pronouns, and Possessive Adjectives

Activity 7

Invite students to look at the mural and challenge a classmate to find something or someone in the picture. They may do so by using the phrase "I spy with my little eye ..." If necessary, model with a sentence ("I spy with my little eye a blue hat."). After a few minutes, ask them to keep working together and read the text, completing it orally, at first. After they have done this, tell them to complete with the words in the table and compare their answers with a classmate.

Present Progressive

Activity 8

Ask students to study the example given before they write the sentences about the *City Life* mural.

Giving Directions

Activity 9

Form small groups and ask students to look at the map and say the actual names of some of these places in their neighborhood. Model first, saying the name of your school and prompt the word school. When they finish, elicit some phrases and sentences for giving directions, such as **turn right/left, take the right/left, go down/up,** and **it's on your right/left**. Allow students some time to write down the directions. After you have checked their answers, ask them to create one more prompt **from ... to ...** and invite a classmate to give the directions.

Simple Past

Activity 10

Ask students to look at the image and say what Chloe is doing. Allow them some time to read the text quickly and say what it is about. Explain that to do this they should skim the text and not worry about details right now. When students have done this, ask them to share what they understood with a classmate. You may also engage them in a scanning activity. Tell them you are going to ask questions about the text and that they should tap on the desk as soon as they find the answer and wait till you call someone to answer. By doing this, you will allow more students to find the answers. You may use some of the following questions in random order and include others.

› When was the WWW software introduced? (1991)

› Who was the computer programmer that introduced the World Wide Web? (Tim Berners-Lee)

After you have done this, ask students to look at the verbs they need to complete the text and decide if those verbs are regular or irregular (They are all regular verbs.). Allow them some time to complete the text and play the audio once so they can check their answers.

> **Audio Script • Track 2**
>
> a) invented; b) described; c) called; d) viewed; e) showed; f) included; g) released; h) included; i) progressed

Activity 11

Encourage students to do the activity individually first and then compare with a classmate. If they have a dictionary, ask them to challenge each other with a few words.

Fine-tuning

If you find it necessary, ask students to repeat the verbs after the audio. Remind them that our vocal system will naturally come up with the final /t/ or /d/ sound. What they should really pay attention to is not adding a syllable to the verbs, unless the final sound is a /d/ (need) or /t/ (create).

Activity 12

After students have completed the table and you have checked their answers, write the base form of the verbs in activities 11 and 12 on the board. Ask students to sit in groups of four and explain they will play a four-player table tennis game. The first member in team A "serves" a verb and the first member in team B says a short sentence using its simple past form. Players take turns until a team member fails to say a sentence in the simple past and the other team "serves" a new verb. As they play the game, walk around, helping them decide if they are saying the right verb forms.

Activity 13

After checking students' answers, ask them to create one more question related to the text. You may ask volunteers to answer their questions.

Ending

Ask students what part they liked best about this unit and why. Also, ask which parts they feel they would like to practice more.

Answers

Activity 6

a) granddaughter, grandson; b) spouse, son, stepbrother, daughter, half sister; c) aunt, uncle

Activity 7

a) me; b) It; c) my; d) me; e) I; f) her; g) her; h) She; i) it; j) us; k) me; l) we; m) it; n) me; o) My; p) I; q) them

Activity 8

b) The man on the right is moving boxes; c) The man in the brown coat is reading a newspaper; d) The woman in the green coat is holding the boy's hand; e) The woman in the grey coat is looking at us; f) The worker with a grey hat on the right is carrying a sack; g) The two men and the woman in the background are chatting.

Activity 9

Possible answers:

a) Go down Barkis Ave for one block. Turn right on 24th St and walk for one block. The bakery is on your left.

b) Go up 24th St for one block. Turn left on Barkis Ave and walk for one block. Turn right on Nickels Blvd. The supermarket is on your left.

c) Go down Nickels Blvd for two blocks. Turn right on Dorrit Ave and walk for one block. The hospital is on your right.

d) Turn left on Lawrence St. and walk for one block. Turn left on Barkis Ave. The café is on your left.

e) Go up Aladdin Ave. Turn right on Lawrence St. Turn left on Barkis Ave. The school is on your right.

Activity 10

a) invented; b) described; c) called; d) viewed; e) showed; f) included; g) released; h) included; i) progressed

Activity 11

/d/: described, called, viewed, showed

/t/: released, progressed

/ɪd/: invented, included

Activity 12

a) was/were; b) came; c) did; d) found; e) gave; f) went; g) made; h) ran; i) saw; j) thought

Activity 13

a) Was, No, he wasn't; b) Did, Yes, he did; c) Did, Yes, they did.

Lesson 1

Contents

- » Poster
- » Social media post
- » Simple present vs. simple past

Objectives

- » Skim a poster and a social media post
- » Use simple present and simple past appropriately

Materials

- » Student Handbook, pages 14-15
- » Audio track
- » Students' notebook

Class Plan

Beginning

Ask students to get together in small groups and show them a plastic straw or a picture of one. Tell them they have one minute to come up with as many possible uses for it. When time is up, ask them to share their ideas.

Developing

Activity 5

Write "simple present" and "simple past" on the board and elicit when we should use one or the other.

Without further explanation, ask students to reread the poster and the post to answer the questions. After correction, ask them to write three true or false sentences about themselves using these tenses. They should then exchange their sentences with a classmate, who should guess whether they are true or false. If necessary, help students answer items d and e by asking them to think about the texts in the simple present and simple past they read and what they learned in the previous year.

Activity 7

After students have checked their answers, play the audio again so they can read along. Ask students to give their opinions about what Regina says.

> **Audio Script • Track 3**
>
> In 2018, the Rio de Janeiro government banned the use of plastic straws and this was great news! Every year millions of plastic straws end up in the oceans,

where sea animals eat them and may die. I'm a proud environmentalist. I am part of a group in Vidigal, which promotes actions to prevent climate change. I'm a very active ecologist. Last week I organized a beach cleanup in Rio, and I brought friends from school to help. After the cleanup we planted trees. I usually go to school by bike to avoid creating more CO_2 emissions in the planet. I am extremely conscious about my actions today, but I wasn't like that in the past. What about you? Did you worry about climate change when you were younger? Do you worry about it now?

Activity 8

After students have answered Regina's questions, ask them to imagine how the members of their family would answer them. Would their answers be similar or different from theirs? Encourage them to talk to some of their relatives and bring their answers to the following class.

Ending

Ask students to get together in small groups and make a list of other items that should be banned to protect our planet.

Answers

Activity 1

Possible answer: some negative aspects of using plastic straws.

Activity 2

a) B; b) A; c) A; d) B; e) B; f) B

Activity 3

Possible answer: use steel straws, eco bags, reusable bottles, a personal mug, and avoid using disposable plates and cutlery.

Activity 4

To implement simple alternatives to decrease plastic pollution.

Activity 5

a) Text A; b) Simple past; c) Simple present; d) Do; e) Did

Activity 6

Regular verbs: shipped, turned, shaped, packaged, picked, reached, used.

Irregular verbs: was, put, drove, paid, sat, threw.

Activity 7

a) banned; b) was; c) end up; d) eat; e) 'm; f) am; g) promotes; h) 'm; i) organized; j) brought; k) planted; l) go; m) am; n) wasn't; o) Did, worry; p) were; q) Do, worry

CLIL PROJECT

Do You Know the Size of Your Carbon Footprint? | Part 1

Contents

» Carbon footprint
» Climate action

Objectives

» Promote awareness of global citizenship
» Investigate how to calculate people's carbon footprint
» Use sites to calculate carbon footprints

Materials

» Student Handbook, pages 100-101
» Computer lab or devices with internet access

Class Plan

Beginning

Organize the students in small groups and explain that they will play a variation of the game Stop. Elicit the rules: they have to complete a list with categories and the first group to complete the task shouts "Stop." Explain that in this variation the categories are ways to save water and ways to save energy. They should write down four suggestions to complete each category. When they finish, they shout "Stop."

Ask students to check their score (5 points for suggestions in common and 10 for suggestions only one group mentioned) and invite them to share their suggestions.

Developing

Activity 1

Invite students to look at the images and, based on their previous knowledge about climate action, discuss, in groups:

› What each one represents (Carbon footprints are related to the impact of human activities on carbon emissions and consequent climate change. The pyramid represents what we should take into consideration before buying something new.);

› How they are related (They are related because the pyramid encourages more sustainable habits in terms of consumerism.). Explain to students that the pyramid "Buyerarchy of Needs" is a parody of a pyramid created by Maslow representing human needs and what makes us happy.

> **Tip**
> If you or students want to know more about Maslow's pyramid, check out the video available at http://ftd.li/thorbg.

Activity 2

Ask students to consider the information expressed in the images and consider different possibilities of raising people's awareness of their carbon footprint. Suggest that they think about this individually at first and then share their ideas with the group they are working with. Finally, invite some students to share their group's ideas with the classmates and create a collective mind map on the board with different ways of encouraging people to reflect to the impact their daily habits have on carbon emissions.

Activity 3

After students have brainstormed some ideas of what must be considered when calculating someone's carbon footprint, ask them to do some research about it on the internet. Explain that they should confirm their ideas and collect more information. If you find it relevant for the group, elicit the search words and phrases they can use to find this information.

Ending

Show students the following carbon calculator for kids, as the questions are more suitable for their age: http://ftd.li/nfhtew. Students can use the rest of the class to calculate their carbon footprint.

> **Tip**
> The WWF online calculator at http://ftd.li/bx3p2u is also interesting for two main reasons: it is clearly categorized and it always provides tips and extra information next to the questions.

Lesson 2

Contents
» Infographic
» Speech
» Either ... or ...

Objectives
» Read an infographic about the greenhouse effect
» Listen to a speech by a climate activist and identify specific information
» Use simple present and simple past appropriately
» Use **either ... or ...**
» Pronounce the sounds of **either**

Materials
» Student Handbook, pages 16-17
» Audio track
» Students' notebook

Class Plan

Beginning

Ask students to sit with a classmate, back to back. Write the following words on the board, three at a time: "sun, light, plants" / "night, cold, outside" / "glass, temperature, life" / "planet, human, activities." Students should take turns helping their classmate guess the words. When they finish, ask them to consider how those words relate to the main theme of the unit, climate action.

Developing

Activity 1

Ask students to study the infographic on their own at first and then get together with a classmate. They should come up with an explanation of the greenhouse effect for one of these groups: students in third grade or the teenage audience of a funny science show. They could act out their explanation and, if you find it relevant, you could film it. This film could be shown later on at a science fair.

Activity 2

Focus students' attention on Greta Thunberg's picture and ask if they have heard of her. Before playing the audio, have them read the questions and guess the answers as a whole group. After they listen to the audio, ask how close they were to her answers and have them check their answers in pairs.

> **Audio Script • Track 4**
>
> Solving the climate crisis is the greatest and most complex challenge that Homo sapiens have ever faced. The main solution, however, is so simple that even a small child can understand it. We have to stop our emissions of greenhouse gases. And either we do that or we don't. You say nothing in life is black or white. But that is a lie. A very dangerous lie. Either we prevent 1.5 degree of warming or we don't. Either we avoid setting off that irreversible chain reaction beyond human control or we don't. Either we choose to go on as a civilization or we don't. That is as black or white as it gets. There are no grey areas when it comes to survival.
>
> Scientists Warning. "Greta Thunberg 'Our House Is on Fire' 2019 World Economic Forum (WEF) in Davos." YouTube. January 25, 2019. Accessed November 18, 2019. https://www.youtube.com/watch?v=zrF1THd4bUM. Excerpt from 2:07 to 3:04.

Activity 3

Play the audio as students follow in their books.

> **Audio Script • Track 5**
>
> Either we avoid setting off that irreversible chain reaction beyond human control or we don't. Either we choose to go on as a civilization or we don't.
>
> Scientists Warning. "Greta Thunberg 'Our House Is on Fire' 2019 World Economic Forum (WEF) in Davos." YouTube. January 25, 2019. Accessed November 18, 2019. https://www.youtube.com/watch?v=zrF1THd4bUM. Excerpt from 2:38 to 2:58.

Activity 4

Have students read the words in the activity before playing the audio again and ask if any of them remember how she pronounces **either**. You may spell the word so you don't give them the answer.

Activity 5

Ask students to guess how to pronounce the two phonetic descriptions in this activity.

Language Variation

This activity compares the sound of the first syllable in the word **either** in British /ˈaɪðər/ and American English /ˈiːðər/ pronunciations. The word neither may have both pronunciations as well. Draw students' attention to the information in the Tip box and, if necessary, emphasize the idea that there is no right or better pronunciation and that this is just an example of language variation.

Extra Activity

The site http://ttd.li/xir7yd allows you to insert a text and have it converted into phonetics. You could either write some sentences and figure them out or, if students have easy access to a computer, have them write sentences to challenge their classmates. This could also be done as homework.

Tip

Talk to students about language variations. As spoken language comes before written language, variations are expected and accepted as correct. If variations are expected and accepted for the group, tell them about you find it relevant for the group, tell them about the song "Let's Call the Whole Thing Off" (Ella Fitzgerald and Louis Armstrong), whose lyrics play with variations. Write "either," "potato," "tomato," "pajamas" on the board and ask them to guess two pronunciations for each one. Then play the different pronunciations for each one. Then play the song and have them check their guesses.

Ending

For next class, bring A3 paper, one sheet for each group of four or five students.

Answers

Activity 2

a) We have to stop our emissions of greenhouse gases; b) 1.5 degree; c) To go on as a civilization or not and to survive or not.

Activity 3

a) two; b) either; c) after

Activity 4

a

Activity 5

c

LISTENING

UNIT 1 • Going Green Shouldn't Be This Hard

Contents

» An interview with Lauren Singer, an environmental activist

Objectives

» Become familiar with a successful environmental activist's ideas
» Understand that going green does not need to be a sacrifice to anyone
» Demonstrate comprehension of general and specific information
» Connect the of the video to reality and reflect on the ideas presented in the audio

Materials

» Student Handbook, pages 229-230
» Audio track
» Computer lab or devices with internet access

Class Plan

Beginning

Write or draw these four items on the board:

› Plastic bags
› Plastic bottles
› Toothpaste tube
› Glass

Ask students to guess how many years it takes for each object to decompose in nature. Write some of their guesses on the board. After that, present the official numbers:

› Plastic bags – 20 years
› Plastic bottles – 450 years
› Toothpaste tube – 500 years
› Glass – Glass can be recycled over and over again, but when dumped into nature, it never decomposes

Developing

Have students open their books to page 229. Explore the picture of the environmental poster and its title by asking questions such as "Can anyone can save the world alone?", "Why do you think the poster is illustrated in green?", etc.

Activity 1

Address students to the activity. Have them read the instructions and the opinions individually. Check students' comprehension of language and instructions. Allow students some minutes to think, decide, underline, and discuss their ideas with a classmate.

Activity 2

Have students read the instructions and the statements in the activity individually. Make sure they understand what to do. Tell students you will play the audio twice: a first time for them to check **true** or **false** and a second time to underline the objects they hear. If possible, play the video at https://ftd.li/9ttd63. Have students check their answers in pairs, then check with the whole group and write the answers on the board.

Audio Script • Track 1.1

Dr. M. Sanjayan: *Ok, so I try to recycle. I've got my grocery tote bag. I even have solar panels on my roof. But in the back of my mind, I can't help thinking: does any of this actually make a difference when it comes to climate change?*
If you read the headlines, you quickly begin to see that climate change is a massive problem. So, is my reusable bag really going to change the world? But not everyone feels that way.
Lauren Singer: *This is all of my trash from the past four years.*
Dr. M. Sanjayan: *Oh, my God. This is Lauren Singer. She runs a website where she gives tips and answers questions about living a zero-waste life. Ok, so you've got tiny little ends and bits and things.*
Lauren Singer: *Yeah.*
Dr. M. Sanjayan: *Are you really telling me that everything else that you used for four years you've found some other use for?*
Lauren Singer: *Totally. It is compostable, infinitely reusable, or 100% easily recyclable.*
Dr. M. Sanjayan: *You may look at the extremely eco-friendly way Lauren is living and find it inspiring. Or maybe, like me, you're totally skeptical. But a lot of what she's doing is actually pretty simple. When she wants coffee, she brings her own cup. Or let's say she wants to buy a pastry, she'll put it into a reusable cotton bag. A safety razor instead of plastic ones.*

> There's all this disposable stuff in our lives that we're not even thinking about. And what Lauren's done is find some easy substitutes. Everything else ends up in the jar.
> **Lauren Singer:** This is macaroni and cheese packaging, and this was, like, four years ago, right when I started. That was, that was my weekend at Dad's house. So, these are ...
> **Dr. M. Sanjayan:** Oh, I know what these are.
> **Lauren Singer:** Plastic straws. Hot chocolate.
> **Dr. M. Sanjayan:** This was a bad day, wasn't it, for you?
> **Lauren Singer:** No, actually, someone sent that to me in the mail.
>
> Vox. "Going Green Shouldn't Be This Hard." YouTube. April 26, 2017. Accessed October 22, 2019. https://www.youtube.com/watch?v=BxKfpt70rLI. Excerpt from 0:00 to 1:49.

Activity 3

Write the following words on the board and invite volunteers to make sentences with each: "cup," "reusable," "solar," "website," "zero waste." Address students to the activity. Have them read the instructions and the statements individually. Check students' comprehension of language and instructions. Give students some time to complete the activity, and then play the audio again for them to check their answers.

Activity 4

Organize students into small groups and address them to the activity. Invite a volunteer to read the questions and check if all students understand them. Allow groups enough time to discuss their opinions.

Ending

Have students write down some of the things they already do to reduce their everyday waste. Then ask them to list at least three new habits they could adopt to lead a more eco-friendly lifestyle.

Answers

Activity 1

Personal answers.

Activity 2

a) F; b) T; c) F; d) T

grocery tote bag, solar panels, reusable bag, cup, reusable cotton bag, razor

Activity 3

a) solar; b) website, zero-waste; c) reusable; d) cup

Activity 4

Personal answers.

CLIL PROJECT

Do You Know the Size of Your Carbon Footprint? | Part 2

Contents
» Carbon footprint
» Climate action

Objectives
» Create a multiple-choice questionnaire to measure carbon footprints
» Give feedback and suggestions on students' work

Materials
» Student Handbook, pages 100-101
» Computer lab or devices with internet access
» Students' carbon footprint results

Class Plan

Beginning
Ask students to show their results on carbon footprints. They can discuss why they got those results and what they can do to change them.

Developing
Activity 4
After students have calculated their own carbon footprints, ask them to make a list of the different topics they answered.

Activity 5
Explain to students that they will create a questionnaire to raise other students' awareness of their carbon footprints and ask them to discuss the main characteristics of a questionnaire.

Activity 6
Provide students with suggestions of online tools they can use to create their questionnaire. It is important to check if the tool chosen is free of charge or paid. These suggested sites will also allow students to view the results of the questionnaire more easily: http://ftd.li/vr4t4m and http://ftd.li/httkdj.

Instruct students to refer to the texts in units 1 to 4 in order to find actual information about carbon emissions and sustainability. In small groups, ask students to decide together what questions they will ask and what answer choices they will provide the respondent with. Set a deadline for the first submission of the questionnaire.

Ending
When students submit their questionnaire, encourage them to read another group's work and exchange feedback and suggestions. Provide them with feedback on the content and language and set a new deadline for the submission of the final version of the questionnaire.

Answers

Activity 4
Possible answer: food, transport, energy, clothes, recycling, and waste.

Activity 5
Possible answers: it has a series of questions in order to collect information; it can have open-ended or multiple-choice questions; the text is objective and short.

UNIT 1

Lesson 3 | Part 1

Contents
» Human activities
» Discussion about carbon emissions

Objectives
» Discuss how we can reduce carbon emissions
» Listen for main ideas about a student's initiative to change the world

Materials
» Student Handbook, pages 17-18, 163
» Audio track
» Students' notebook
» A3 paper (one sheet for each group)

Class Plan

Beginning

Ask students to form groups (4-5 students) and give each group a sheet of A3 paper. Explain that you will whisper a word or expression to a member of each group, who needs to draw it for their group to guess. Say that they can only communicate the idea of what you say by drawing. They shouldn't write or say the word. When the group guesses the word or expression, they should say "stop," and a new round begins. Suggestions: straw, plastic, sea animals, trees, bike, climate change, greenhouse gases, carbon footprint.

Developing

(Page 17)

Activity 6

Focus students' attention on the images and have them put the words in pairs.

Activity 7

Focus students' attention on the items in activity 6 and ask them to relate them to the emission of greenhouse gases mentioned by Greta in her speech ("We have to stop our emissions of greenhouse gases"). Explain that carbon is one of these gases

and its emissions represent more than 70% of all greenhouse gas emissions. Tell students that our carbon footprint is related to the amount of carbon emitted from our human activities. Have a whole group discussion of what human activities they relate to each picture. To exemplify, ask students what different ways there are to come to school (walking, by car, by bike, by bus) and have them decide together which one is the least and the most eco-friendly. In small groups, have them discuss what actions they could take to reduce their carbon footprint.

Activity 8

Ask students to write their ideas in their notebooks so they can use them later on in activity 5, lesson 4.

(Page 18)

Activity 1

Give students time to explore the pictures and discuss the quote. Ask them to use their own words to explain the idea behind "Think globally, act locally." Next, brainstorm some other ideas of pictures which could illustrate this activity.

> **Tip**
>
> Whenever possible, encourage students to paraphrase. Being aware of this possibility allows them to rely on their communicative competence when they don't know how to say a word in English and to help other students understand the meaning of unfamiliar words and phrases.

Activity 2

Before students listen to the audio, have them read the instructions, questions, and answer choices to help them focus on the listening itself. Have them discuss the possibilities given for Brigitte's team missions in item c considering the potential of each one to reduce the emission of greenhouse gases. Before correcting, play the audio once again and have them compare their answers. Talk about the students' initiative and discuss the possibility of them doing something similar at school and in their homes.

UNIT

Conter
» Simple p
» Climate

Obje
» Reviev
» Practi
» Discu
» Desc

Mat
» Stu

Cla

Beg
Ask
alte
hav
List
dr

D

Audio Script • Track 7

Can a bunch of primary school kids really change the world? Well, we're gonna try!
Hi, I'm Coulter and my class and I have split into teams and we're gonna spend the first five minutes of school every day this week changing the world.
Hey, I'm Brigitte and today me and my group are on a mission to turn off all the electrical stuff in the school that's not being used. Because it's not like you can deny global warming anymore and wasting power is one of the big planet warmers.

NFSA Films. "Change the World in 5 Minutes – Everyday at School." YouTube. March 17, 2008. Accessed November 18, 2019. https://www.youtube.com/watch?v=oROsbaxWH0M. Excerpts from 0:13 to 0:28 and 1:58 to 2:11.

Activity 3

Before you play the audio, ask students to read the dialogues in pairs and predict what the missing words are. If necessary, explain the meaning of **thrift store** (a store that sells second-hand clothes, books, furniture, etc. The money from sales is usually directed to charitable institutions.) After checking their answers, have them read the dialogues in pairs and encourage them to act it out.

Audio Script • Track 8

a) Electronic shop

Attendant: Afternoon. Can I help you?
Astha: Yes, please. I'd like a light bulb.
Attendant: Incandescent or LED?
Astha: How much energy does each one use?
Attendant: LED uses around 75% less energy than incandescent bulbs.
Astha: How much is an LED bulb?
Attendant: $15.99. It's much more than the others, but they last longer. In the long run, you will save money and help stop global warming.
Astha: Great! I'll take some LED bulbs.
Attendant: How many do you want?

b) Thrift store

Astha: Excuse me, we are looking for pants.
Attendant: Morning! There are some options there.
Astha: Hmmm, do you have any jeans?
Attendant: Sorry, no. We don't accept jeans here because they consume too much water in their production. There are many other options. How about this one? This brand works with recycled fabrics, and low-impact dyes.
Astha: And they are so cool! Can I try them on?
Attendant: Sure. The fitting room is over there. And what can I get you?
Sia: How much are these pants?
Attendant: Only 15 dollars!
Sia: That's a bargain! I'll take them!

Ending

Ask students to share some of the ideas they had for following a more sustainable routine and help them decide which ones, such as turning off electrical equipment which is not being used, they could already implement in their lives.

Answers

Activity 6 (page 17)
a) air conditioner; b) car; c) clothes; d) clothes dryer; e) incandescent bulb; f) meat; g) plastic bag; h) bathtub

Activity 1 (page 18)
Possible answer: this quote urges people to consider the impact of their local actions on the planet and to take action in their own communities and cities.

Activity 2
a) Primary.
b) First five minutes at school every day for a week.
c) Turn off all the lights and equipment not in use in school.

Activity 3
a) energy, an LED bulb, money
b) water, options, pants, a bargain

SPEAKING

UNIT 1 • Climate Change

Contents
» Simple present and simple past
» Climate change

Objectives
» Review and expand the language content from unit 1
» Practice using the simple present and simple past
» Discuss the consequences of climate change
» Describe pictures and give opinions

Materials
» Student Handbook, pages 244-245

Class Plan

Beginning
Ask students for a definition of **climate change** (it is the alteration of temperature and weather patterns). Then have them mention some consequences of climate change. List their ideas on the board. They might mention floods, drought, melting glaciers, sea-rise, pollution, storms, etc.

Developing

Activity 1 – Preparation
Read the questions and clarify any doubts. Individually, students should go over all the questions and think about them while observing the pictures. Allow them some time to do this. They can take notes if necessary.

Activity 2 – Interaction
Explain to students that they are going to role-play a debate focused on the pictures in activity 1. Divide students into pairs and ask them to use the questions in activity 1 to guide their conversation. Remind them to describe the picture first, mention how they feel about it, what it makes them think about, and then give their opinions. Check that they understand what they have to do. While they talk, walk around the classroom, monitor, and help them as needed.

Ending
Invite different students to describe each picture to the whole group as if they were reporters covering the event pictured in the images.

Answers

Activity 1 – Preparation
a) Suggested answer: 1) ice melting; 2) drought/dry land; 3) wildfire, deforestation; 4) flood; 5) sea life threatened/fish dying; 6) activism/demonstration for the environment, people are protesting for the environment

b) Personal answer.

c) Personal answer.

d) Suggested answer: It can cause huge negative consequences, it can cause serious health and social problems to humans, animals, plants, and natural resources can be extinct.

e) Suggested answer: Policies implemented by the government, industries can change to sustainable ways of production, people can help by reducing consumption, reusing, and recycling materials.

f) Suggested answer: We can save energy and water, consume less, buy locally, engage in activism/protest for animals and the environment.

Activity 2 – Interaction

Personal answers.

UNIT 1

Lesson 3 | Part 2

Contents

» **A, an,** and **some**
» **How many** and **how much**
» Ethical responsibility

Objectives

» Use **some, a, an, how much,** and **how many**

Materials

» Student Handbook, page 19
» A song
» A few magazines with various illustrations

Class Plan

Beginning

Play a song and ask students to mingle as they listen to it. When you stop the song, they get together with someone near them and you ask them answer one of the questions below.

When was the last time you …

> talked to someone about sustainability?

> reused something you usually throw away?

> turned off an electrical appliance?

> gave away clothes you don't wear anymore?

> bought something at a thrift store?

Developing

Activity 4

After students have completed the chart, ask them to add one more item to each column. You can also play Stop with them by giving them letters to complete the columns. Here is an example: "S – a straw (countable singular)/some students (countable plural)/some sugar (uncountable)." When students have completed all the columns, they say "Stop" and count the points: 15 for completing a column no one else has; 10 for choosing different words in a column; 5 when completing a column using the same word as another group.

Fine-tuning

If you feel students need more support to complete the table in activity 4, explain that **a** and **an** can only be used with nouns in the singular if we do not mean a specific thing or person. **Some** can only be used in the plural if we do not know the exact amount of something or if we use nouns we can not count, e.g. liquids.

Activity 6

Ask students to read the tips given and underline the ones they feel make most sense to them. Ask them to share their answers in small groups.

SEL: Ethical Responsibility

Brainstorm on the board some items to help students with ideas. Use some of the following: car, air conditioner (countable); disposable plastic waste, clothing (uncountable). Encourage them to discuss different possibilities for following a more sustainable routine. Tell them to write their ideas in their notebooks.

Ending

Organize students into small groups. Hand each group a magazine for them to leaf through and describe what they see in the illustrations. Tell them to be careful and use **a, an,** and **some** appropriately.

Answers

Activity 4

Countable (singular): an LED bulb, a bargain

Countable (plural): some options, some pants

Uncountable: some energy, some money, some water

Activity 5

a) Countable nouns; b) Uncountable nouns; c) a, an, a, an; d) some

Activity 6

a) a; b) a; c) Ø; d) Ø; e) a; f) Ø; g) an

Activity 7

a) quantity; b) countable; c) uncountable

GRAMMAR

UNIT 1 • Singular and Plural Nouns / Too Much and Too Many

Contents
» Singular and plural nouns
» **Too much** and **too many**

Objectives
» Review and expand the grammar content from unit 1
» Practice using singular and plural nouns
» Practice using **too much** and **too many**

Materials
» Student Handbook, pages 213-214

Class Plan

Beginning

Divide the board into two columns. Ask students to call out classroom objects in the singular form (e.g., chair, book, desk, shelf, etc.). As they say the words, write them on the board, dividing them equally in the columns. Encourage each student to mention at least one noun. Make sure the number of nouns written on the board is at least the same number of students in the classroom.

Divide students into two groups. Ask them to line up in front of each column and take turns going to the board, choosing a word, and writing its plural form next to that word. The team who finishes writing all the correct plural forms is the winner.

Developing

Activity 1

Ask students to read the spelling rules for plurals. Review these rules with them and answer any questions they might have. Then allow students some time to complete the right column with the plural form of the words listed.

Activity 2

Have students read the sentences and complete them with the plural form of the nouns in parentheses. When they are done, ask them to compare their answers in pairs. If necessary, explain that these are irregular plural forms. Check the activity by asking different students to read their sentences aloud. Write the plurals on the board.

Activity 3

Instruct students to read the sentences and the alternatives listed in items a-d. They choose the option to complete the sentences correctly. Ask students to pay close attention to the nouns in each sentence to check if they are **countable** (how many) or **uncountable** (how much).

Activity 4

Have students look at the pictures and the nouns. Then they complete with either **too many** or **too much**. When they finish, ask them to compare the answers in pairs. Check the activity with the whole group.

Ending

Say random nouns and have students make true sentences about themselves using the word given and **too much** or **too many**. For example, you say "Fun," and students may say "I had a lot of fun watching The Grinch." Say a word to each student to make sure everyone has a chance to participate.

Answers

Activity 1
a) chair – chairs
   book – books
   ball – balls
b) bench – benches
   box – boxes
   bus – buses
c) knife – knives
   wolf – wolves
   shelf – shelves
d) baby – babies
   city – cities
   country – countries
e) volcano – volcanoes
   domino – dominoes
   echo – echoes
   Exception: photo – photos
               piano –pianos

Activity 2
a) men; b) Children;
c) mice; d) People;
e) fishes/fish

Activity 3
d

Activity 4
a) too many; b) too much;
c) too many; d) too much;
e) too many; f) too much

Do You Know the Size of Your Carbon Footprint? | Part 3

Contents

» Carbon footprint
» Climate action

Objectives

» Advertise the questionnaire at school
» Analyze the results of the questionnaires

Materials

» Student Handbook, pages 100-101
» Computer lab or devices with internet access
» Students' questionnaires

Class Plan

Beginning

Students get together in groups and analyze the importance of questionnaires and how we can use them to get data so we can analyze aspects of society.

Developing

Activity 7

Create an online environment for students to upload their questionnaires and share their production with students from other classes. Decide together how long the questionnaire will be available before they start

analyzing the results. Explain to them that they should advertise their questionnaire at school in order to have more students answering it.

Activity 8

Allow students time in class to read and analyze the results of their questionnaire. You may write the following questions on the board to help them organize their discussion.

› What were the main categories in your questionnaire?

› In which of the categories did respondents have a less sustainable habit or practice?

› Would your answers be different from the ones you received in the questionnaire?

› What is the impact of our daily choices on the environment?

› What possible alternatives are there to encourage people to reduce their carbon footprint?

› Would you like to communicate your results and your analysis to your school community? If so, how could you do this?

Ending

Encourage students to take a few notes about the main ideas in their group's discussion. Take this opportunity to walk around and monitor the different groups' discussions.

Lesson 4

Contents
» Campaign poster

Objectives
» Read and analyze a campaign poster
» Create a campaign poster

Materials
» Student Handbook, pages 20-21, 169

Class Plan

Beginning
Elicit the four seasons of the year and write them on the board. Ask students whose favorite season is summer to stand in one corner of the classroom. Tell students whose favorite season is winter to stand in another corner of the classroom. Do the same with spring and fall. Have students talk within their groups about why that is their favorite season and what they enjoy doing then.

Developing

Activity 1

Focus students' attention on the poster and ask them to describe what they see in detail, including the size of the text written on it. Have them discuss the message and justify their opinions based on the verbal and nonverbal texts. Ask students if they like the poster. If so, ask them what they like about it. If not, ask them to explain why.

Activity 4

After checking students' answers, tell them that the items in this activity should function as a checklist for the poster they are going to create.

Activity 5

Have students get out the notes they have been writing in activity 8, lesson 3, choose one of the written actions, and decide what environmental problem it is related to. When students have

done that, ask them to share it with two or three classmates and get some feedback in terms of how important it is to start a campaign focusing on that problem and what the main message will be. Explain that although they are sharing ideas, they should each create their own poster. Point them to canva.com, which is a very user-friendly digital poster creation site, and have them experiment with the possibilities offered there. Remind them to take into consideration both verbal and nonverbal elements in their posters. After they have created their poster, ask them to show it to a classmate to evaluate it and suggest how to improve it. When the second draft of the poster is done, talk to them about the options they have of where to post them. You could create a digital gallery of their work and encourage comments.

> **Tip**
>
> Having students work on their own poster with the possibility of counting on other classmates' immediate feedback and support will certainly enhance the cooperative learning atmosphere and increase motivation.

Ending
Ask students to make an oral list of the environmental problems their posters addressed and choose the ones that best conveyed the proposed message.

Answers

Activity 1

It asks people to save our earth's future by stopping global warming.

Activity 2

Online, on walls, lamp posts, billboards, buses, trains, and on printed flyers.

Activity 3

To advertise products, events, or campaigns.

Activity 4

a) little; b) curious; c) clear and simple; d) essential; e) intentional

CLIL PROJECT

Do You Know the Size of Your Carbon Footprint? | Part 4

Contents
» Carbon footprint
» Climate action

Objectives
» Evaluate the project

Materials
» Student Handbook, pages 100-101
» Computer lab or devices with internet access
» Students' questionnaires' results

Class Plan

Beginning
Ask students to bring their results and compare them to the other groups.

Developing
Discuss students' impression of the project and ask them what they learned by designing and analyzing the questionnaires. Ask them to evaluate their questionnaire considering the characteristics of this genre and the results they got. Was there anything that surprised them? Which of the different topics covered in their questionnaire demands more awareness within the group they approached in order to reduce carbon emissions? What do they think is the reason for that? Encourage them to discuss the questions they believe should be kept the same and what could be improved or changed in their questionnaires if the target respondents were adults.

Ending
Finally, allow students some time to talk about their engagement and participation in the project.

SPEAKING

UNIT 1 • Save the Planet

Contents
» Simple present and simple past
» Climate change

Objectives
» Review and expand the language content from unit 1
» Practice using the simple present and simple past
» Deliver a simple speech, in pairs, about environment protection

Materials
» Student Handbook, page 246
» Poster paper or sheets of paper (one per pair of students)
» Markers
» Printouts campaign poster (optional)

Class Plan

Beginning

Ask students what a **campaign poster** is or should be in their opinion and write their ideas on the board. (Possible answer: it is a type of poster created to campaign for a specific cause, reason, or goal.) Ask them if they have ever made a poster like that. Write "campaign poster" on the board and elicit some possible topics for this kind of poster. Write them on the board. They might mention ecological, political, environmental, animal causes, etc.

Developing

Activity 1 – Preparation

Organize students into pairs. Tell them that they are going to make a poster to represent their ideas about climate change and earth protection. Invite them to look at the picture and gather ideas to create their own posters. Give students some poster paper or sheets of paper. Explain that the posters should be simple and deliver an objective and impactful message. Show them other examples of campaign posters, if available. Allow them some time to do the activity.

Activity 2 – Interaction

Explain to students they are going to continue working in the same pairs and prepare a speech to go with the poster they prepared in activity 1. They may use some of the prompts listed in the activity. Give them some time to take notes and rehearse their speech before presenting it to the whole group. Explain that each student in the pair can speak for some time, or they can take turns giving their speech. They have to decide on that.

Check that students understand what they have to do and allow them some minutes to prepare their speech. While they plan what they are going to say and practice, walk around the classroom, monitor, and help them as needed.

Tip
You can have students record their speech to be shown to other grade levels. Compile all the videos and set a date for the presentation.

Ending

Invite students to ask each other questions about their speeches and give opinions. Also, encourage them to make constructive comments about their classmates' speeches and point out things in their own speeches that they think they could improve next time.

Answers

Activity 1 – Preparation	Activity 2 – Interaction
Personal answers.	Personal answers.

UNIT 1 • The Greenhouse Effect

Contents

» Natural and human-made greenhouse gases
» Effects of the greenhouse effect
» Grammatical structures and vocabulary to help describe such a phenomenon

Objectives

» Learn about greenhouse gases and their effects
» Revise the simple present and the present progressive to describe facts and trends
» Identify human-caused sources of greenhouse gases and reflect on ways to offset them

Materials

» Student Handbook, pages 178-181
» Video: "What Is the Greenhouse Effect? | Global Ideas," DW News, available at http://ftd.li/8uwj6n (or any other video about the greenhouse effect, optional)
» Online dictionary or app (optional)

Class Plan

Beginning

Activity 1

Ask students to look at the word cloud. It shows the key words from the text they are going to read in activity 3. The biggest words are the most frequent in the text. Draw students' attention to the fact that many of the bigger words are cognates with Portuguese, which makes the reading activity easier. Get students to discuss what they have in common and have them make predictions about the text they are going to read.

Developing

Activity 2

This activity will help pre-teach some words from the text that students might not be familiar with. Explain to them that not all the words will be used, but that sometimes more than one will/might be used for each image. If they need help, provide them with the part of speech of each word they need to look for. After

working individually, have students peer-check their answers.

Activity 3

Before reading the text, encourage students to describe the illustrations using the words from the word cloud. Allow them time to do the task individually. Have students compare answers in pairs. Elicit answers and write them on the board. The aim of this task is to help students focus on the main topics of the text.

> **Tip**
>
> You can find more useful vocabulary related to climate change and the greenhouse effect at the following links:
> • BBC News, "Climate Change Glossary";
>   http://ftd.li/6qpatm;
> • Vocabulary.com, "Greenhouse Effect";
>   http://ftd.li/xhcxyd.

Activity 4

Give students some time to read the statements carefully and to check if they have vocabulary questions. After reading the description again, let students compare their answers and correct them with the whole group.

Activity 5

The aim here is to notice useful grammatical structures used to describe a phenomenon like the greenhouse effect. Help students notice the language in the text by going back to it. Elicit one example of each structure from the whole group and write it on the board. Let students work in pairs to continue doing the task. After all the answers have been collected and written on the board, revise the form of the structures briefly. Some features of pronunciation may also be revised at this point (weak form of **be** as auxiliary, **-ing** /-ɪŋ/, etc.). Note that depending on how much students have seen of these structures, it is going to be worth practicing them a little. This can be assigned as homework if time is limited.

Activity 6

In this activity, students have more contact with words that have either appeared in the text or that might help them perform the final activity. They can work individually or in pairs to complete the texts using the words from the box and form a glossary of useful terms

related to the topic. If possible, show students how they can practice the pronunciation of these words by going to an online dictionary.

Ending

Activity 7

Wrap up the class by having a group discussion about the most feasible ways for us to help reduce the emission of greenhouse gases at different levels (as individuals, as groups, as institutions, etc.). You can write their ideas on the board.

Answers

Activity 1

Suggested answer: The words are related to the climate crisis.

Activity 2

a) melting ice;
b) greenhouse; c) glass;
d) heat; e) increase/rise

Activity 3

a) 5; b) 1; c) 4; d) 3; e) 2

Activity 4

a) T; b) T; c) F; d) F; e) T; f) F; g) T

Activity 5

a) climate is changing; temperatures are increasing; sea levels are rising; ice is melting

b) A greenhouse helps us grow herbs and strawberries; sunlight enters through the glass; temperature rises; humans cause a lot of pollution; we produce [...] greenhouse gases

Activity 6

a) Atmosphere; b) Carbon dioxide; c) Emissions; d) Solar radiation; e) Fossil fuels; f) Carbon footprint; g) Methane; h) Renewable energy

Activity 7

There are many ways to help reduce greenhouse gases, some of them are: reduce energy use, buy locally, reduce water use, recycle, use more bikes, learn more about the topic. You can find additional ideas at the links provided in the Tip box in the Ending heading.

STEAM

UNIT 1 • Moviemaking

Contents

» Global warming
» Moviemaking

Objectives

» Talk about global warming
» Discuss tips to fight global warming
» Produce a one-minute video with tips to help people change habits or take action to prevent global warming

Tip

The impact of human actions on global warming has been widely reported. According to NASA, "[n]inety-seven percent of climate scientists agree that climate-warming trends over the past century are extremely likely due to human activities" ("Scientific Consensus: Earth's Climate is Warming," available at http://ftd.li/so6j77). However, some people still don't believe it.

Encourage students to consider and reflect upon the importance of scientific research and the contribution of science to our lives.

Materials

» Cameras (cell phones or tablets)
» Computer lab or devices with internet access
» Sheets of paper
» Pictures related to global warming
» Video about global warming: "Global Warming 101 | National Geographic," National Geographic, available at http://ftd.li/2gedmi (or any other video about the topic)
» Video with tips (on recycling, organizing stuff, etc.): "Recycling Can Be Easy, If You Do It Right," LakeCountyTV, avaliable at http://ftd.li/am7vco

Class Plan

Beginning

You can have this lesson in the computer lab, if possible.

Show students the pictures related to global warming. Ask them "What can you see?" Have students describe the images, and ask "What are these events related to? Any ideas?" Encourage students to express their views and take some notes on the board. Show them a video about global warming and have them confirm their ideas.

Developing

Organize students into groups (3-4 students). Tell them they are going to research possible actions we can take to minimize global warming.

Ask students to discuss in their groups what they have to do to change old habits to help the environment. Ask them "What tips would you give to your friends and classmates to change their habits?" Take some notes on the board. While they discuss their ideas, walk around the classroom, monitor, and help them as needed.

When students finish their discussion, show them one or two videos with some tips about other topics so that they can have an idea of what they need to do. Explain they are going to create a short video (one-minute long) with tips and actions we can adopt in our daily lives to help the environment. Tell them this video is to raise awareness in the community and provide some ideas.

Provide each group with a sheet of paper so that they can brainstorm ideas. Say that they can record themselves or instead use images or drawings, and edit the video on the computer. Ask them to plan the video first. They should think of how it will start, which tips they want to show, in which order, and how the video will close. Each student in the group can be responsible for one aspect of the production. Monitor and help as needed.

Students can shoot and edit the video in this lesson using their cell phones or tablets, or you can assign it as homework and set a due date for the presentation.

Ending

If students conclude their videos in this lesson, show the videos to them and discuss the tips presented. Additionally, talk about the video production, what was the most challenging part, the easiest part, etc.

If students are going to finish the video at home, have the groups share their tips and how they organized the video. Invite the group to give opinions and ideas to improve the groups' plans for the videos.

SOCIAL - EMOTIONAL LEARNING
UNIT 1 • Butterfly Effect

Contents
» Self-awareness
» Social awareness
» Responsible decision making

Objectives
» Evaluate ethical responsibility
» Consider the well-being of oneself and others
» Reflect on the impact our decisions may have on specific people and society

Materials
» Student Handbook, pages 271-272
» "The Butterfly Effect" video
» Sticky notes
» Poster paper (optional)
» Colored pens and pencils (optional)
» Video: "I Will Be a Hummingbird, Dirt! The Movie, available at https://ftd.li/vyspiv (optional)

Class Plan

Beginning
Divide students into two groups and say they are going to play a Cause-consequences game. Model it first by saying "It's raining." and elicit different possible consequences such as "We should use an umbrella/a raincoat;" "It's good for the plants;" "Heavy rain can cause flooding." etc. Explain that the groups will take turns saying different consequences of what you say. Set a time for the activity, and the group that says the last consequence wins the round. Here are a few suggestions of statements: "The weather is great today;" "I study hard;" "I save water;" "I donate clothes/food;" "I'm always there for my friends."

Developing

Before watching the video

Activity 1
Tell students to look at the pictures and read the statements. If necessary, explain that they need to choose the ones they agree with. When they finish, ask them to compare their opinions with a classmate. Then open the discussion to the whole group, ask each student which opinions they agree with, and explain why they feel that way.

Ask students how they relate each picture to the statements and invite some volunteers to share their opinions with the whole group. Accept all answers, asking them to justify their views whenever relevant.

Before you play the video, ask students to share with a classmate what they remember about Nicholas and Amber's videos and what kind of discussion usually occurs in these video classes.

While watching the video

Activity 2
Play the video once. Write "butterfly effect" on the board and ask students if they noticed what Amber said about it. Ask students to answer the question individually and then compare answers in pairs. Check the activity by asking some students to share their answers. Ask them how often they think about the impact of their actions and decisions.

Activity 3
Write on the board "Everything we do can have a great impact." and ask students to read activity 3. Write the four main areas she mentions ("Animal cause," "Other causes," "Environment," "Daily actions") on the board and elicit one or two examples of each one. Invite students to make a list in their notebooks of what they remember she mentions.

Say you are going to play the video again to help them complete their lists, but you would like them not to write anything. Explain to students that if they do so, they may end up missing some of the examples. Tell them they will have time to work in their groups and collaboratively conclude their list. Play it again and allow students enough time to write the suggestions Amber offers.

When students finish, organize them into groups of four to compare and discuss the items on their lists. Write these questions on the board to support their conversation: "Which of the four main areas (animal cause, other causes, environment, and daily actions) most appeal to you?", "From what Amber suggests, what do you already do?", "What would you like to give a try?" As students discuss, walk around, listen to what they say and, if necessary, encourage them to speak English whenever possible. If you find it relevant,

ask them questions that you feel might encourage them to express their views more clearly and allow them to take a step forward in their discussion. Ask volunteers from different groups to share the items in their lists.

Activity 4

Write the adverb "even" on the board and say that Amber says "You can do a lot, **even** as a teenager." Ask them why they think she said that. Explain that one of the meanings of this word, according to the dictionary, is to indicate something unexpected. Allow students to discuss their ideas in pairs and support their participation.

Activity 5

Address students to the mind map and explain that they are going to complete it with some actions they would like to try. Clarify that they do not need to complete all the balloons and that they also can add other balloons to their mind map if necessary.

After watching the video

Activity 6

Ask students to find a classmate they haven't worked with so far today. Invite them to compare their answers in activity 5 and talk about the positive impacts of the actions they selected. They may do so by playing the Cause-consequences game they had at the beginning of the class.

If time allows, give the pairs poster paper and ask them to choose two of the actions they have selected to graphically represent them on the poster. Instruct them to stick their posters around the classroom. Invite students to walk around and comment with their classmate on the different aspects presented by their classmates.

Have the pairs share their ideas with the whole group and stress the importance of small actions to make the world a better place.

Ending

If possible, show students the video "I Will Be a Hummingbird," presented by Wangari Maathai, and invite them to relate it to the topics discussed during the lesson.

> **Tip**
>
> Wangari Maathai (1940-2011) was a professor and a renowned activist from Kenya. To know more about her, go to http://ftd.li/gyu7t4.

Ask students to form small groups and discuss what suggestions of stories, books, movies, or series they can give to continue reflecting about how small actions can make the world better. As they are talking, give each small group a couple of sticky notes and ask them to write their suggestions there. When they finish, ask them to stick their recommendations on the classroom wallboard, read, and make informal comments about the other groups' suggestions.

Answers

Activities 1-2

Personal answers.

Activity 3

Suggested answers:

Animal cause: volunteer in animal shelters, help in fundraisers, feeding an animal that lives on the streets, and adopt pets.

Other causes: volunteer in a children's hospital or home, volunteer in a shelter, donate clothes and food to people in need, teach other people things you know how to do, participate in a fundraiser.

Environment: recycle, upcycle, reduce the use of plastic, plant trees, save electricity, save water.

Daily actions: being kind and helpful, helping around at home, doing the dishes, helping to clean, cleaning up after themselves, being supportive to friends, being kind to neighbors and people they meet.

Activities 4-6

Personal answers.

Climate Change | Part 1

Contents
» Climate change

Objectives
» Summarize a book
» Connect the facts learned in the book to the students' reality
» Stimulate critical thinking regarding personal and governmental environmental actions
» Start an online research about actions to reduce the cause of climate change

Materials
» Graded reader – Climate Change
» Computer lab or devices with internet access

Class Plan

In Advance

Ask students to do the comprehension activities and to read the book Climate Change before the class. They can read it with their family or a classmate, if they feel more comfortable.

Beginning

Write "climate change" on the board. Have students, in small groups, brainstorm everything that comes to their minds. Bring the class together and write all their contributions on the board. Have students copy them in their notebooks. Save the list for the end of the class.

Developing

Ask students if they liked the book. Then, in pairs, ask them to summarize the book (suggested answer: the book deals with climate change in general. It is divided into chapters on the difference between weather and climate, the history of climate change, recent climate changes, extreme weather conditions, the effects of climate change, how governments can help, how people can help, and the future of climate change).

After students finish, ask them how much they hear about climate change on the news and in other subject classes at school. Talk about the subjects they have studied in unit 1 (plastic straws and oceans, greenhouse effect, human activities, etc.) and how all of these are related to climate change.

Ask students how much they know about what goes on in Brazil, in their state, and in their city to avoid the emission of carbon dioxide, which can lead to climate change.

Divide students into three large groups and each large group into three subgroups. Each large group should research efforts to reduce the causes of climate change at global, national, and municipal levels.

Each subgroup should choose one aspect that contributes to the reduction of climate change such as the collection of trash, the control of pollution, and the reduced emission of carbon gas, etc.

Allow time for groups to decide on how they will distribute the tasks. Define a date for them to bring in the results of their research.

Ending

Have pairs read the list from the beginning together and discuss one aspect in more depth and how they feel about it. At the end, ask two or three pairs to share their ideas with the group.

READER

Climate Change | Part 2

Contents
» Climate change

Objectives
» Learn how to prepare and give presentations
» Prepare slide presentations
» Give constructive feedback

Materials
» Graded reader – *Climate Change*
» Computer lab or devices with internet access
» Students' research
» Slideshow projector

Class Plan

In Advance

Create a simple slideshow on the topic of climate change as an input for the lesson and to inspire students. You can choose any aspect you feel compelled to discuss. This is also an opportunity to show your students how to work with the projection equipment.

Beginning

Present the slideshow about the topic chosen. Assign small groups to notice each aspect of the presentation such as:

› number of slides;

› font size;

› quantity of writing on each slide;

› illustrations;

› body movement;

› eye contact with the audience;

› clarity of speech;

› timing, etc.

Developing

After discussing the aspects of a presentation, make sure students know how to make a slide presentation:

› Each slide should contain text at a size suitable for reading.

› The text should only contain the main points and not everything that will be said.

› There may be images to illustrate the texts.

After the presentation, groups get together and work on their slide texts based on their research. They should also think about the images that will illustrate each text. Collect the texts for correction. Decide with students on a date for the production of the final version of the slides.

Ending

Have students give feedback on your presentation skills in the beginning. Allow them to feel free to say what they really thought, even if they were not as expected or if it is a negative feedback. However, they will have to say what and how they would have done it differently to make it better. The aim of this activity is to be a model to students and teach them how to give constructive feedback. At the end, make sure to thank all students for their honest feedback and say what you learned from the experience.

READER

Climate Change | Part 3

Contents
» Climate change
» Recycling

Objectives
» Make a bag from an old T-shirt/tank top

Materials
» Graded reader – *Climate Change*
» Computer lab or devices with internet access
» Scissors
» Small safety pins (one per 3 students)
» A roll of drawstring (30 cm per student)
» Permanent marker
» Instructions from NASA Climate Kids available at http://ftd.li/j3dkvg

Class Plan

In Advance

Ask students to bring an old tank top or T-shirt. Tell them you will teach them to make a bag from it.

Beginning

Ask students to read chapter 7 ("How People Can Help") of *Climate Change* again. Ask them to list the actions that can reduce global warming (recycling, saving energy or using renewable energy, walk or cycle instead of using cars, etc.).

Tell students that, in this class, they will produce a bag using an old T-shirt or a tank top and ask them how this action can help the environment.

Developing

Get the tank tops students brought from home. Give each student a piece of drawstring. On the bottom of their shirts, have them cut two small slits (just big enough to slip in the safety pin) about 5 cm apart from each other. Stick the safety pin through one end of the drawstring, and close the pin. Insert the pin, with drawstring, into one of the slits in the hem. Feel for the next slit, and then pull it out. Remove the safety pin. Now, pull each string tight and tie its two ends together in a knot you can pull out (like a bow). The bag is ready!

In order to inspire students to motivate other people to start recycling, have them think of a person to whom they would like to give the bags they just made. Then have them write the person's name on the bag with permanent marker and add any sentence – in English! – they wish in order to help them become aware of climate change.

Ending

After the activity, ask students to research how to make a product out of recycling materials that can make people be aware of climate change. Tell them that they will need to produce and present their product in the last Reader class.

READER
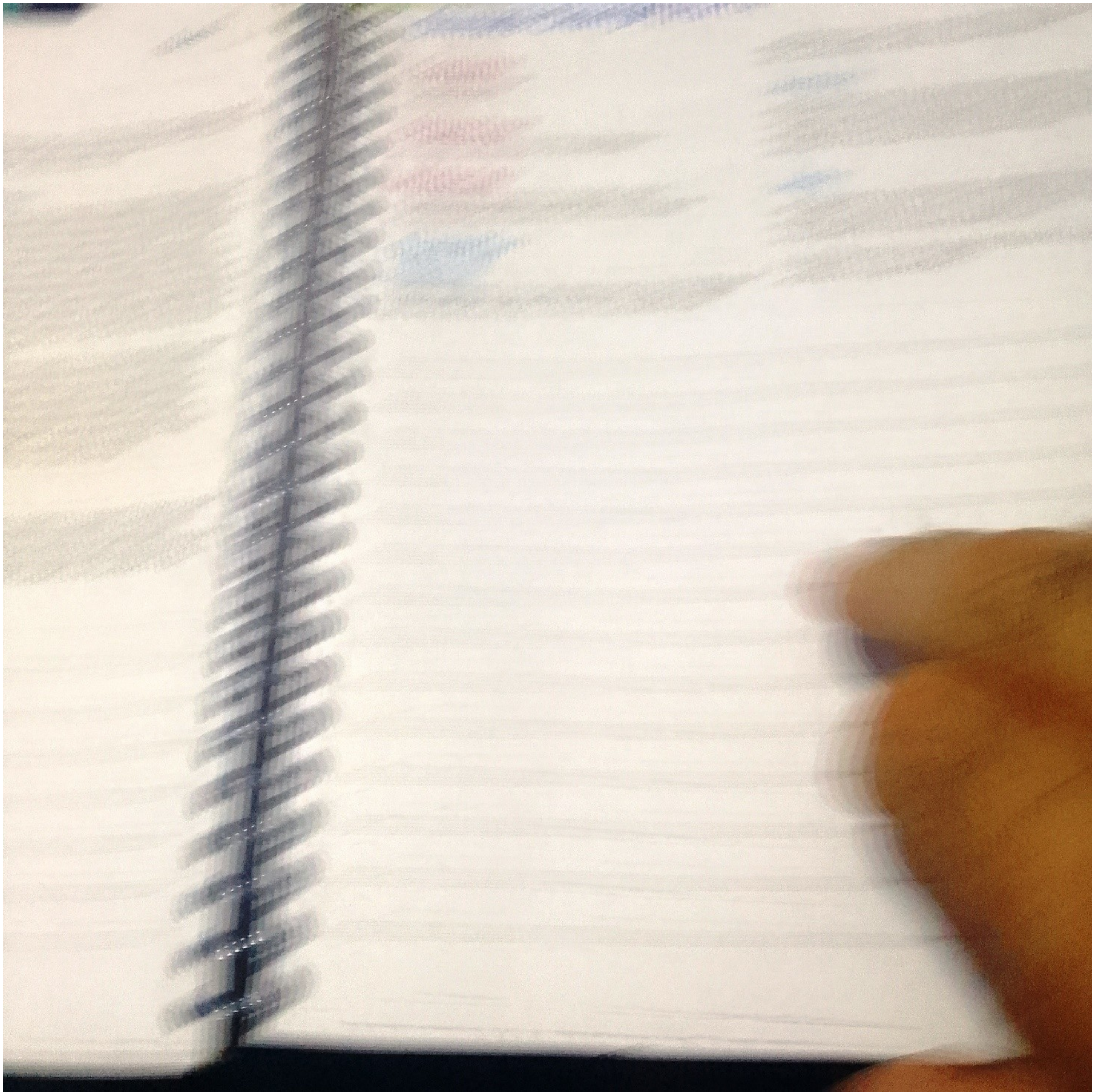
Climate Change | Part 5

Contents
» Climate change
» Recycling materials

Objectives
» Give presentations and feedbacks

Materials
» Computer lab or devices with internet access
» Internet connection
» Slideshow projector

Class Plan

Beginning
Have students help prepare the classroom for the slideshows. Have everyone sit comfortably in a spot where they can see the projections well. Students may use any tools or props they wish to make their presentations more interesting and memorable.

Developing
Groups present their work. The other groups should take notes of the strengths of each presentation.

Ending
Remind students of the feedback session they had for your presentation in the previous Reader class (the one before this one). Students give respectful, honest and constructive feedback to each group, remembering to always give a suggestion or an alternative to something that did not work so well. In the end, everyone gives a big round of applause to the whole group!

UNIT 2

Lesson 1 | Part 1

Contents
» Young inventors

Objectives
» Find specific information about young inventors in an article

Materials
» Student Handbook, pages 24-25

Class Plan

Beginning

Ask students to draw a picture of a typical inventor or scientist. Ask them to show it to a classmate and compare what they look like. This may be a good opportunity to point out the thinking behind some of their choices regarding gender, clothing, and, most importantly for this activity, age.

Developing

Activity 1

Allow students some time to read the text quickly and say how each inventor is changing the world.

Explain to students that to do this they should skim the text and not worry about details right now. When they have finished this, you may engage them in a scanning activity. Tell them you are going to ask questions about the inventors and that they should tap on the desk as soon as they find the answer and wait till you call someone to answer. By doing this, you will allow more students to find the answers. You may use some of the following questions and include others.

» How old is Catherine Wong? (16)

» When did Olivia Hallisey win the International Google Science Fair? (2015)

» What kind of battery did Sahil Doshi invent? (an eco-friendly one)

» Which image of a black hole did Katie Bouman help make possible? (the first one)

» How old was Sahil Doshi when he designed his invention? (14)

Activity 2

Ask students to read the text more carefully now and answer the questions. When checking their answers, ask them how the inventions are related to each area.

Activity 3

Encourage students to create one more item for this activity. They should first write their definition and then challenge their classmates.

Activity 4

After students have discussed the questions in pairs, ask them to choose one of the inventions and get prepared to defend it as the most important. They could prepare their arguments together and then find classmates who chose a different invention.

Students' goal would be to try to persuade the other pair to accept their arguments and change their mind.

Ending

Have students draw their invention they just discussed in activity 4 and show it to their classmates.

Answers

Activity 1
It is talking about young inventors.

Activity 2
a) Device for checking heartbeats; b) Ebola diagnostic test;

c) Eco-friendly battery;
d) Algorithm that created the image of the black hole.

Activity 3
a) eco-friendly; b) black hole; c) diagnostic test; d) device

Lesson 1 | Part 2

Contents
» **Be going to**
» Adjective collocations

Objectives
» Use **be going to** talk about future predictions and plans
» Use adjectives to describe inventions
» Explain how an invention works

Materials
» Student Handbook, page 25

Class Plan

Beginning
In small groups, ask students to talk about what they are going to do today when they get home after school. Example: "When I get home today, I'm going to walk my dog, water the plants, and watch a series."

Developing

Activity 5
Ask students to find other examples of **be going to** in the texts.

Activity 6
Elicit the basic rule to transform a sentence into a question (changing the order of the subject and the verb) and to make it negative (adding the word **not** to the verb or to the auxiliary verb). If necessary, explain how to form the negative and interrogative sentences with **be going to** and do the first item together as a model.

Extra Activity

Students may talk to different classmates in order to find people who have the same intentions.

Activity 8
Explain the meaning of **collocations** to students: words that are frequently used with others.
Give students some examples, such as do homework, get tired, go home, a big mistake, best friend, waste of time, and solar energy. Tell them that, in this activity, there are multiple possible adjectives that collocate with the nouns hand, energy, car, and shoes.

Activity 9
Tell students that they may get some inspiration for their inventions from the previous activity.
They may first work in trios (A, B, C) and then form other trios (As, Bs, and Cs) to talk about their project and why it is going to change the world.

Activity 10
Ask students to draw or build their invention as they present it to the new trio.

Ending
As a follow-up, ask students to write a short text about their invention. They may use the texts at the beginning of the previous lesson as a model.

Answers

Activity 5
a) plans, intentions, future;
b) base

Activity 6
a) Young inventors are not going to change the world./ Are young inventors going to change the world?

b) The test for Ebola is not going to help thousands of people/Is the test for Ebola going to help thousands of people?

c) They are not going to change scientists' perspective of the universe./Are they going to change scientists' perspective of the universe?

d) Sahil's eco-friendly battery is not going to help the environment./Is Sahil's eco-friendly battery going to help the environment?

Activity 8
car: b; d; f; g; h
energy: e; g; h
hand: a; d; f
shoes: a; b; c

MUSIC

Musical Genres

Contents
» Musical genres

Objectives
» Become aware of the various musical genres
» Talk about likes and dislikes regarding musical genres

Materials
» A selection of songs from various musical genres (you may create a playlist on your cell phone or on the school computer)
» Students' cell phones or tablets

Class Plan

Beginning

Write the following words on the board: "classical," "rock," and "jazz." Ask students what these words have in common (they are **musical genres**). Divide students into groups (4-5 students) and give them 2 minutes to brainstorm and make a list of as many musical genres as they know. Have each group read their lists and compare answers. Write the genres on the board. Add the ones from your list if necessary.

If possible, allow students to research different musical genres online using their cell phones or tablets.

Here is a list of the most popular musical genres:

Blues	Heavy Metal	Country Music
Reggae	Eletronic Music	
Classic	Opera	Rock
Hip Hop	Rap	
Indie Rock	Punk	Samba
Jazz	R&B	Latino
Ska	K-pop	

Developing

Ask students to remain in their groups. Tell them they will have a musical genre competition. Explain that you will play parts of songs from different musical genres. They have to listen carefully, discuss the possible genres in their groups, and come to an agreement about the song genre. Each group should write their answers on a piece of paper. Warn them to speak quietly questions so as not to give away the answers to the other groups.

Play each song for at least one minute to give students enough time and opportunity to listen and guess. Address students to the list on the board to help them.

When all the songs have been played, check with the whole group. Congratulate that group that got most genres right.

Ending

Write the following conversation on the board:

A: Which musical genres do you like?

B: I like [rock], [pop], and [classical]. How about you?

A: I love [reggae] and [samba], but I don't like [country music].

Call on a volunteer and model the conversation. Then invite students to stand up, walk around the classroom, asking and answering about their musical genre preferences.

UNIT 2
Lesson 2 | Part 1

Contents
» **Will**
» Predictions about the future

Objectives
» Listen to predictions about the future for general ideas
» Use **will** to talk about future possibilities and probabilities

Materials
» Student Handbook, page 26
» Audio track

Class Plan

Beginning
Elicit the titles of science fiction books and movies students know and write them on the board. Discuss how the world is described in these fictional works, focusing on the means of transportation and communication.

Developing

Activity 1

Focus students' attention on the images and ask them what each one is representing. Encourage them to consider more than two possibilities of change for each one.

Activity 2

Say the title of the text they are going to listen to is "Craziest Predictions about the Future" and ask them which of the four topics in the pictures they believe will change the most drastically and how. Play the audio so students can check their predictions.

Audio Script • Track 9

Craziest Predictions about the Future

The future! It's either going to be really, really amazing, or really, really awful. Will cancer be cured?

Will there be internet on Mars? Will the letter Q still exist? We have so many questions, and luckily the experts have answers.

We'll be communicating with thoughts.

The BBC is pretty confident we can make this happen in the not-so-distant future.

The days will get a lot longer.

It won't affect you, but your great-great-great-great grandkids are going to have a little more time in their day to get everything done.

You'll fly in planes that are literally all window.

Everybody will get a window seat in the plane of tomorrow, which will offer panoramic views of the sky as you fly towards your destination. Relax, the windows aren't technically real, they're just the cameras mounted on the plane's exterior.

We'll have interplanetary internet.

We take it for granted that there'll be colonies on Mars someday. But will the red planet get any internet access? We can't be expected to survive without social media in deep space, can we? Where will we upload all our Mars sellers? Well relax, an interplanetary internet has been in the planning stages since 1998.

Source: Larkin, Bob. "30 Craziest Predictions about the Future Experts Say Are Going to Happen." BestLife. February 21, 2018. https://bestlifeonline.com/crazy-future-predictions/.

Activity 4

Before playing the audio again, ask students to summarize the main ideas orally in pairs. After they have completed this activity, ask them to share their opinions about the predictions.

Activity 5

After checking students' answers, have them create a dialogue which includes one of the sentences. Alternatively, elicit the expression **either ... or ...** and encourage them to consider alternatives for the first three sentences.

Activity 6

Ask students what search words will help them find a science prediction for the future (science + predictions + future). Elicit or make sure they read the tips provided about web research in the Think Tank box before they do the activity.

Ending

Write the following stem sentence on the board: "When I am 25 years old I will ..." Have students share their answers in pairs.

Les

Con
» Will
» Pred

Obj
» Ma
» Us
» Fir
» Ta

M
» S
»

C
B
V
t
t

STU

UNIT 2

Lesson 2 | Part 2

Contents
» **Will**
» Predictions about the future

Objectives
» Make predictions about the future
» Use **will** to talk about future possibilities and probabilities
» Final sound of **will**
» Talk about plans and intentions for the future

Materials
» Student Handbook, page 27
» Audio track

Class Plan

Beginning
Write "science" vertically on the board and ask students to copy it in to their notebooks. In pairs, they could take turns writing related words horizontally as if it were a crossword puzzle. Decide with them whether they can or cannot search for words in their book. As they will be working in pairs, they can play two rounds, one in each student's notebook.

Developing

Activity 7
As students check their answers in pairs, instruct them to insert an emoji that expresses their reactions to each comment. They may then rotate their books with their own predictions so their classmates can read and insert an emoji reacting to their ideas.

> **Language Variation**
>
> *G'day*, an expression widely used by Australians, is the short form for "good day." It is used as a greeting and it means "hello." You may point out to students that the spelling may also be **gidday**.

Activity 8
Before playing the audio, encourage students to read the options and tell a classmate what they think the answer will be.

Audio Script • Track 10

a) view; b) www

Activity 9
Play the audio once and ask students to notice how the final **I** connects to vowels of the following words as in: will you /wɪl jʊ/, will I /wɪl aɪ/, will Anna /wɪl ˈænə/. Next, play it again and have them read along. You may have students practice this linking by asking them to act the dialogue out playing with different intentions. Suggestions: "Joe doesn't want Lee to go to the party; Lee is lying; Anna is Lee's crush."

Audio Script • Track 11

Joe: Will you come to the party?
Lee: Will I? Ahahah. Kidding. 'Course I will.
Joe: Will Anna come too?
Lee: Not sure yet. She said she'll text me later.

Activity 10
Ask students if they know what a **fortune teller** is and what usually happens when someone offers their hand to be read. They could then take turns reading their classmate's hands.

Activity 11
Ask students to brainstorm important inventions and scientific discoveries they have heard or read about. You may suggest a few, such as the wheel and the internet (inventions) and gravity and DNA (scientific discoveries). You may also ask them to refer back to the inventions in lesson 1 and discuss the potential impact those inventions and other similar ones may have on people's lives.

Ending
Tell students to listen to your sentences carefully. If they agree with a sentence, they should stand up and repeat your sentence. Otherwise, they remain seated. Sentences:

> I will be famous.
> I will live in Europe.
> I will have a pet.
> I will get married.

> I will have a robot.
> I will travel to outerspace.
> I will plant my own food

Answers

Activity 7

a) will travel; b) will be able to; c) Will, happen; d) will invent; e) won't know; f) won't be able to; g) will work; h) will make

Activity 8

a

GRAMMAR

UNIT 2 • Be Going to and Will / Time Expressions in the Future

Contents
» **Be going to** and **will**
» Time expressions for future and present

Objectives
» Review and expand the grammar content from unit 2
» Practice using **be going to** or **will** for future events
» Practice using time expressions for the future and present

Materials
» Student Handbook, pages 215-216

Class Plan

Beginning
Have students sit in a circle or lined up. Choose one student to start a Memory game. Ask this student to say a plan they have for the weekend (e.g., "I am going to the park."). The next student (in the line or on their right) repeats that sentence and adds something about themselves (e.g., "[Paulo] is going to the park, and I'm going to the mall."). The game continues until all students have had a chance to participate or until one of them says something incorrect about their classmates' sentences. Encourage students to support each other as the game gets more challenging.

Developing

Activity 1
Ask students to read the lines of the conversation and choose the correct verb form. If necessary, briefly review the difference of usage between **be going to** and **will**. When they are done, ask them to compare the answers in pairs. Check the activity by asking a pair of students to take turns reading the conversation.

Activity 2
Ask students to read the sentences and complete them with the correct form of **going to** or **will**. Tell students to pay attention to the context to know if the verb form should be in the affirmative or negative. Have them compare their answers in pairs before you check the activity with the whole group.

Activity 3
Tell students to read all the words or expressions in the box. Explain that they are used to talk about the present or the future. Students sort them out according to their usage and write them in the appropriate column. Clarify that some of these expressions can be used for present and future situations. Check the activity by asking the participation of volunteers.

Activity 4
Tell students to read the sentences and choose the best alternative to complete them. Ask some students to read the complete sentences aloud to check the activity.

Ending
Play Two Truths and One Lie. Ask each student to write three sentences about their future plans on a piece of paper or in their notebooks. Two of these sentences should be true, and one should be false (a lie). Organize students into pairs. Student A says the three sentences, Student B asks his classmate yes-no questions to guess which one is the lie. Then they switch roles.

Answers

Activity 1

are you going to do, ' m going to see, will buy, will eat

Activity 2

a) 'm going to; b) won't; c) isn't going to; d) will

Activity 3

Present	Future	Present or future
right now	in a few years	today
now	tomorrow	this weekend
at the moment	the day after tomorrow	this year
	soon	this month
	next week	
	later this evening	
	in the future	

Activity 4

a) III; b) II; c) I; d) III

UNIT 2 • From DJ to Inventor

Contents

» A mini documentary about Kelvin Doe and his achievements

Objectives

» Become familiar with the life and accomplishments of one of the youngest and most respected African inventors
» Realize that anyone can work and develop on any idea if they have the willpower regardless of life circumstances
» Demonstrate comprehension of general and specific information
» React to the content of an audio by giving your own opinion

Materials

» Student Handbook, page 231
» Audio track
» A ball or any object students can pass around the classroom

Class Plan

Beginning

Write the following sentence on the board: "A kid my age can _____." Give examples such as: "A kid my age can build a robot" and "A kid my age can play games."

Get a ball or any other object for students to pass around. Each student, when holding the object, has to complete the sentence. Allow all students to have a turn.

Developing

Activity 1

Ask students to read the text individually and then answer the questions in pairs. Invite a few students to share their ideas with the whole group.

Activity 2

Have students read the instructions and the statements in the activity individually. Make sure they understand what to do. Tell students you will play the audio twice: a first time for them to complete the activity and a second time to double-check their answers. If possible, play the video available at http://ftd.li/rgkajd. Check with the whole group and write the answers on the board.

Audio Script • Track 2.1

Kelvin Doe: My name is Kelvin Doe, aka DJ Focus. All right, all right. It's the youngest DJ, DJ Man Focus. I'm from Sierra Leone and I love inventing.

David Sengeh: Kelvin is extraordinarily talented. He literally goes through trash cans, finds broken electronic parts in the garbage, and makes stuff on his own.

Laura Sampath: He's taught himself how to do incredibly intricate things with very, very little resources.

Kelvin: In Sierra Leone, we have not too much electricity. The lights will come on once in a week, and the rest of the month, dark. So I made my own battery to power lights in people's houses.

David: Kelvin represents "learn by making." He takes apart, looks at it, tries to reverse engineer it …

Kelvin: I made my own FM radio transmitter.

David: He made his own FM station because he wanted to give voice to the youth. He made his own generator because he needed it.

Kelvin: The generator supplies current to the radio station. This is the capacitor and this is the spark plug.

David: This trip is his first time leaving his family's home. It's his first time leaving Sierra Leone. And it's tough, but it's an opportunity to create the future that he wants to live in.

THNKR. "15-Yr-Old Kelvin Doe Wows M.I.T." YouTube. November 16, 2012. Accessed October 22, 2019. https://www.youtube.com/watch?v=XOLOLrUBRBY. Excerpt from 0:00 to 1:30.

Activity 3

Arrange students into small groups and address them to the activity. Invite a volunteer to read the two questions and check if all students understand them. Allow groups enough time to discuss their opinions. After some time, open it to a whole class discussion.

Ending

Ask students "If you could invent anything to make the world a little better, what would it be?" Have students write a paragraph in their notebooks about it and then share it with a classmate.

Answers

Activity 1
Personal answers.

Activity 2
a) DJ Focus; b) in the garbage;
c) in people's houses;
d) allow young people to speak to the community.

Activity 3
Personal answers.

Lesson 3

Contents
» Website homepage

Objectives
» Skim the homepage from Worlds Fair Nano
» Identify specific information about a science fair

Materials
» Student Handbook, pages 28-29
» Audio track
» Class Plan

Beginning

Organize students into small groups. Call one student from each group and show them a word. When you say "Go!" they have to go back to their groups and mime the word. The groups that write down the correct word within a minute score a point. This way, every group has the chance to score points. Warn them not to shout out answers.

Miming words: inventor, world, internet, robot, airplane, invisible, scientist.

Developing

Activity 1

Ask students if they have been to a science fair or the last time they went been to one, where it took place, what they presented, saw, learned, etc.

Activity 2

Focus students' attention on the images and ask them where they think they were taken from from and why. Ask students to read the rubrics and challenge them to find and underline the answers in the text as quickly as possible. Next, direct their attention to the Interactive Tech Exhibits. Before they read the text, ask them to share what they already know about renewable energy and augmented reality. Use this opportunity to pre-teach **fossil fuels** and **HMD** (head-mounted display).

After students have read the text, ask them what they already knew about each topic and which one interests them more. Finally, read the Worlds Fair Nano's mission out loud and ask them to share their opinion about it.

Activity 3

Before playing the audio, instruct students to read the options given and to tell a classmate how they imagine one or two of the inventions.

> **Audio Script • Track 12**
>
> **Alexandra Cardinale:** Hello, Futurists! And welcome to the Worlds Fair Nano here in Brooklyn where everybody is showing off the coolest new tech of the future. Let's go on an adventure to see what they have to show off.
>
> **Keahi Seymour:** The Bionic Boots will turn the average human into a superhero by strapping them on and able to run at high speed. You can become the Flash with one pair of boots.
>
> **Mark Jennings-Bates:** I want to be the first guy that flies a flying car around the world. People will see it and realize: "I could do that." Every time we land there will be a crowd of people: "What is this?", but it also will demonstrate the safety applications of the vehicle.
>
> **Solar car boy:** We built a solar car that runs 100% off of solar energy ...
>
> **Alexandra Cardinale:** Thanks for joining us today, Futurists. Until next time. Bye!
>
> Futurism. "Futurism Original: Welcome to the Worlds Fair Nano." YouTube. October 23, 2017. Accessed November 18, 2019. https://www.youtube.com/watch?v=4M-cH-AyMrM. Excerpts from 0:00 to 0:25, 0:49 to 0:58, 1:20 to 1:22, 2:30 to 2:38, 2:44 to 2:47, 3:12 to 3:14, and 3:25 to 3:33.

Activity 4

Allow students some time to read the statements. Explain that you are going to give them some time to correct the false statements after you play the audio, so they may only jot down key words as they listen.

Fine-tuning

When checking students' answers, play the specific part in the audio that refers to the statement being discussed. If you have some students whose listening comprehension is particularly good, ask them to assume control of doing this.

Activity 7

After students have completed the sentences, ask some volunteers to explain how they chose the appropriate answer.

Activity 8

Encourage students to recall a science fair they have been to and to discuss what they liked and/or did not like about it. Based on their previous experience and the information they have just been given about the Worlds Fair Nano, they may consider not only exhibitions and inventions, but talks, kinds of music, and food they think would be interesting for visitors.

Activity 9

After sharing their ideas, students could decide which elements in their classmate's science fair they would like to include in their own.

Tip

By encouraging students to include a classmate's idea in their own project, you will be increasing the opportunities for collaborative work in your class.

Ending

Have students go back and look at the inventions in activity 3 and choose their favorite and tell their classmates why they chose that invention.

Answers

Activity 2
Mind-blowing technology, futurist talks, interactive art, live music, food, etc.

Activity 3
b; c; f

Activity 4
a) T; b) T; c) F; d) F

Activity 6
a) be going to; b) will

Activity 7
a) will do; b) 'm not going to study, 'm going to do; c) will create; d) going to be

SPEAKING

UNIT 2 • Talking about My Future

Contents
» Future (predictions)

Objectives
» Review and expand the language content from unit 2
» Talking about predictions
» Practice the future with **will**
» Interview classmates to learn about their lives

Materials
» Student Handbook, page 247
» Voice recorder (cell phones, tablets, etc. – optional)

Class Plan

Beginning
Ask students if they are good at predicting the future. Ask them to give some examples of things they have predicted correctly in the past about their own lives or their family members. Ask them "Are you better at predicting about yourselves or other people?" Have students share and explain their answers.

Developing

Activity 1 – Preparation
Read the statements with students and answer any questions they might have. Explain that individually, they are going to write **yes** or **no** about themselves, for each statement. Then allow students some time to complete the task. In the last four items, they include their own predictions.

Activity 2 – Interaction
Organize students into pairs. Explain that they are going to use the statements in activity 1 to ask each other questions and write their classmate's answers in the appropriate column in activity 1. Make sure they

know how to turn a statement into a question by giving them some examples ("I will go to bed after 10 p.m. tomorrow." → "Will you go to bed after 10 p.m. tomorrow?" / "I will travel next holiday." → "Will you travel next holiday?"). Check that students understand what they have to do and allow them some minutes to interview each other. Walk around the classroom, monitor, and help them as needed.

> **Tip**
> If possible, encourage students to record their conversation as if it were an interview. These videos can be shown to the whole group afterwards. Listening to our own voice is a good self-assessment for our fluency. Students can use their own device for that activity, if the school allows, or you can use a school device to record the interviews.

Activity 3 – Interaction
Allow some time for students to share what they learned about their classmates with the whole group.

Ending
Split students into groups of four. In each group, one at a time, students say a phrase or fact of their choice (e.g., go to the mall). The other students have to guess if that fact refers to the past, present, or future. They can ask, for instance, "Did you go to the mall yesterday?", "Do you go to the mall every day?", "Will you go to the mall tomorrow?" When time is up, invite some students to share what they got correct about their classmates' actions or events.

Answers

Activities 1-3

Personal answers.
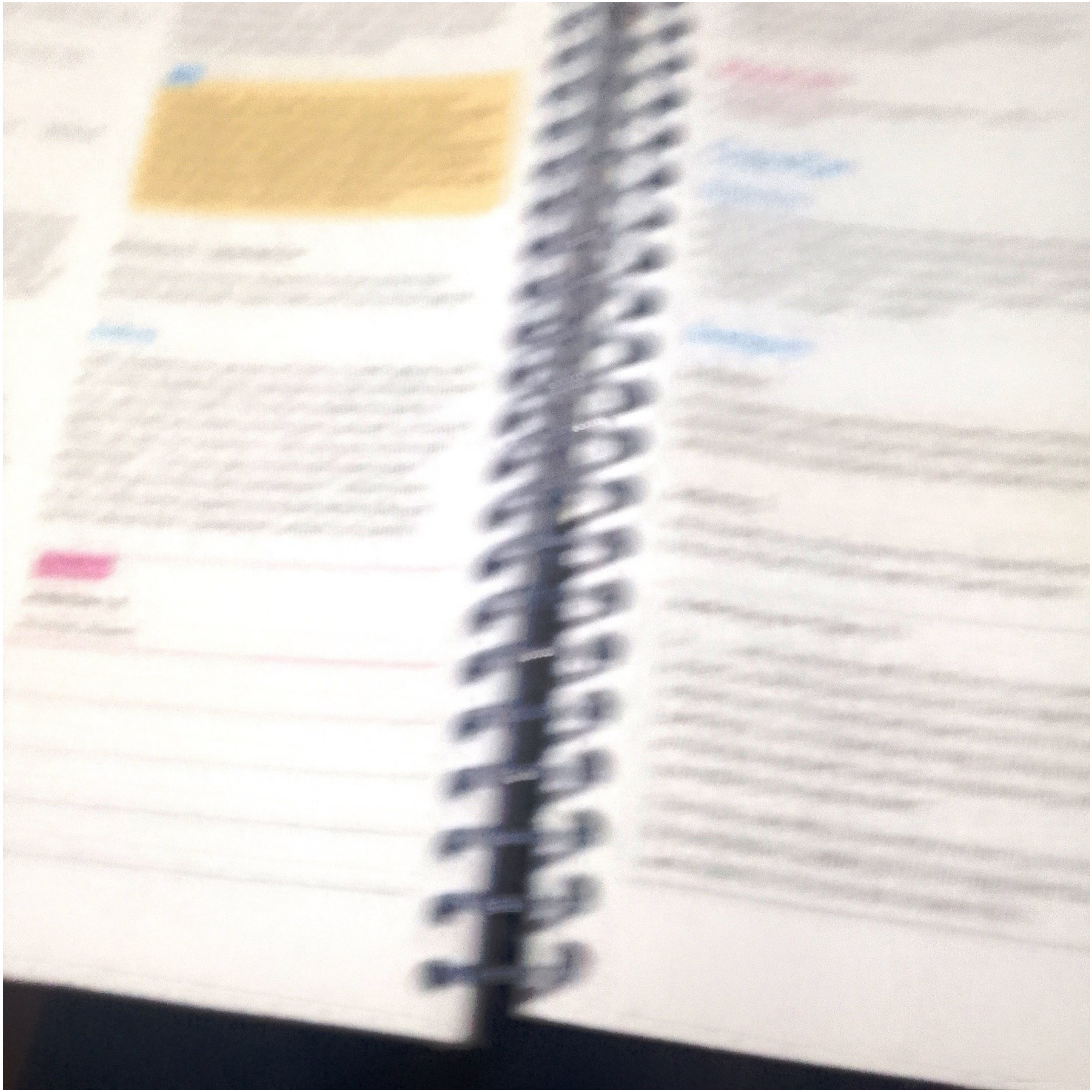
Activity 9

After students have replied to the message they received, ask them to discuss with their classmate how effective the apology was and why. Ask students if they would accept the apology in real life and to say which part of the message they liked best.

SEL: Inclusion

Before students discuss the statements, ask them to write down some things about a mistake they have recently made. Write these questions on the board. They may use key words to answer them.

- What was the mistake?

- Who did it affect?

- How serious was it for the different people involved?

- What did you do to make up for the mistake?

- What did you learn from it?

Ending

Have students go back to the list of contents in the opening pages of the unit and say what they liked best about this unit. Ask them to tell a classmate what was new to them and what they have learned.

Answers

Activity 3
a) Information.
b) The steps you follow while doing an experiment.
c) The process of trying many times until you get a good result.

Activity 4
Possible answer: He probably felt bad because he thinks he made a mistake. He should talk to Emily and tell her that he didn't do it on purpose and that he is really sorry.

Activity 5
a) I want to say sorry for what happened to the volcano today. (1 apologizing)
b) It was my fault. I think I made a mistake when you left the room. I wasn't paying attention and I added too much baking powder. (3 explaining)
c) I feel terrible, you worked so hard on making it and painting it. (4 talking about feelings)
d) Can you forgive me? :-((2 asking for forgiveness)

Activities 6-7
Personal answers.

SPEAKING

UNIT 2 • The Future of Technology

Contents
» Predicting the future
» Talking about inventions and innovations

Objectives
» Review and expand the language content from unit 2
» Talking about predictions and inventions
» Practice the future with **will**
» Participate in a debate giving opinion
» Interview classmates to learn about their lives

Materials
» Student Handbook, pages 248-249

Class Plan

Beginning
Ask students if they know anything that their families considered futuristic in the past, but now it is part of our lives. Also, ask them if they know anything their families thought would exist in the future, but that has not happened so far. Elicit the answers from students and have a conversation about it.

Tip

You can give students some examples from the movie Back to Future 2 (directed by Robert Zemeckis, 1989) in which some predictions about flying cars, weather forecasts, clothes, etc. are made. It turned out that many of their predictions for 2015 did not happen.

Developing

Activity 1 – Preparation
Read the questions with students and answer any doubts. Individually, they should go over all the questions and think about them while observing the pictures. Allow them some time to do this. They can take some notes if necessary.

Activity 2 – Interaction
Explain to students that they are going to role-play a debate focused on the pictures or inventions in activity 1. Divide students into pairs and ask them to use the questions in activity 1 to guide their conversation. Remind them to describe the picture, mention how they feel about it, what it makes them think about, and give their opinions. Check that they understand what they have to do and allow them some minutes to do the activity. While they talk, walk around the classroom, monitor, and help them as needed.

Ending
Conduct a classroom survey to know how many students think the situation or products depicted in the images will really happen in the future. Write the results on the board using tally marks.

Answers

Activity 1 – Preparation

a) Suggested answers:
1) flying cars; 2) special contact lenses;
3) telepathy; 4) smell products through TV;
5) a self-driving car; 6) easy travel to space.

b) Personal answers.
c) Personal answers.
d) Communication, commuting, and personal relationships may change a lot.

Activity 2 – Interaction
Personal answers.

UNIT 2 • Simple Machines

Contents
» Science – physics concept of simple machines

Objectives
» Understand the concept of a simple machine
» Develop listening skills for gist and detail
» Apply the concept of a simple machine

Materials
» Student Handbook, pages 182-183
» Bilingual dictionary (printed or digital)
» Three or four pictures of useful mechanical devices or tools, i.e., simple machines (e.g., scissors, seesaw, bike, trolley, etc. – printouts or for projection)
» Computer lab or devices with internet access

Class Plan

Beginning
Show students the pictures of the simple machines (printed or projected).

Developing

Activity 1
Ask students to list the devices, tools, or objects in small groups. It would be important to set a time limit to restrict the length of the activity. When collecting feedback, add contributions to create a spidergram on the board. They can mention, for example, trolleys, bicycles, scissors, seesaw, tweezers, nutcracker, hammer, shovel, skateboard, etc.

Activity 2
Explain that each symbol is a letter, and each set of symbols is a word. Knowing this is a useful strategy to break the code. Tell students that they should also use the context to complete the task. If necessary, demonstrate how to do the activity by decoding the first word together. Have students work individually first and then allow them time to compare answers before correction. Ask one student to read the definition out loud. Elicit from the whole group what could be examples of simple machines. Address them back to the spidergram from activity 1.

Activity 3
Read the task with students carefully and check if there are any questions regarding the vocabulary. Play the video once and allow them time to select the alternative. Invite them to compare answers in pairs. Only if necessary, play the video again. Correct the activity with the whole group and have students justify their answers.

> **Video Script**
>
> Here at the Indiana State Museum, we're constantly working on new exhibits to add to our galleries, and that's made us realize some kinds of work can be really difficult, and that got us thinking ... no matter how strong you are, no matter how big or small, some kinds of work can be hard. Fortunately, we humans have had some tools at our disposal since our earliest days easier to help us make work easier, whether that be for gardening, for woodworking, for sewing, or for hunting. There are six categories of tools that help make work easier. These tools are called simple machines. Simple machines come in all shapes and sizes and don't require any electrical power. We use machines to reduce the amount of effort it takes to get work done, but how do they make work easier? Well, first you have to understand what work is.
> Distance of the force can be in any direction. Are you pushing something up above your head? Or are you lowering it down to below you? Or are you moving a load from side to side horizontally? The amount of force that you apply depends on how heavy the load is and how far you're moving in any direction.
>
> IndianaStateMuseum. "Simple Machines." YouTube. January 14, 2016. Accessed April 8, 2020. https://www.youtube.com/watch?v=sZNJDKsrp7c. Excerpt from 0:00 to 1:20.

Activity 4
Explain that you will play the video again, but first allow students time to read the summary individually and silently. Help them predict what kind of word is missing. Remind them that this is not a script, but a summary. However, the word needed to complete each gap is used in the video. If the visuals of the video prevent students from doing the task, play only the audio. They should compare their answers in pairs before the correction.

If students struggle to complete the text with words from the video, you can provide them with the first letters of each word. If necessary, you can write the words on the board out of order.

Activity 5

Tell students that these are the six types of simple machines mentioned in the video. Use the visuals to help them understand the unknown vocabulary. Remind them they should focus on the main verbs used. Make sure the word **load** is clear. If necessary, help students find the corresponding words in L1. Students could work in pairs to match. Note that there might be more than one possible answer, but only one combination in order not to repeat numbers. If necessary, they can use a dictionary.

Activity 6

Point out to students that the images show everyday objects that use the concepts of the six simple machines.

Get students to classify them. Encourage pair work and correct the activity with the whole group.

Activity 7

Invite students to classify some of the items included in activity 1. Some of the tools or objects listed may not be organized into these categories, and that is OK. Encourage them to form small groups and add more items to the list. Help students use a bilingual dictionary if necessary.

Ending

Ask students if they had already thought about how simple objects and tools work and let the to share their experiences for some time.

If time allows, you can challenge students to "invent" a tool or device in pairs or small groups, using one the principles of the simple machines, that can be useful to them.

Answers

Activity 1
Suggested answers: trolleys, bicycles, scissors, seesaw, tweezers, nutcracker, hammer, shovel, skateboard.

Activity 2
basic, reduce, energy, task, physics

Activity 3
b

Activity 4
a) difficult; b) tools; c) six; d) sizes; e) power; f) load

Activity 5
a) III; b) IV; c) I; d) VI; e) II; f) V

Activity 6

Lever	Incline plane	Pulley	Wedge	Screw	Wheel and axle
bottle opener	steps on a ladder	gear on a bike	saw	base of a light bulb	wheelbarrow

Activity 7
Personal answers.

STEAM
UNIT 2 • Soda Rocket

Contents
» Soda rockets
» Chemical reaction

Objectives
» Understand chemical reactions
» Consider the steps of a scientific experiment
» Writing a short text about the experiment

Materials
» Duct tape
» Popsicle sticks
» Baking soda
» Vinegar
» Paper towels
» Rubber stoppers (one per group of four students)
» Scissors
» Sheets of paper (at least two or three per group of four students)
» Plastic bottles (one per group of four students)
» A softball
» Video: "DIY Baking Soda & Vinegar Rocket!" Cartoonium, available at http://ftd.li/9ym5ai (or any other video about the experiment, easily found online)
» Cell phones or tablets (optional)

Class Plan

Beginning

Ask students to sit in a circle. Throw a softball to a student and ask them a question about science, such as "How does technology affect our lives?", "What do you think about science?", "Do you know any scientific experiments? Which one?", "Why is science important?" Once the question is answered, ask the same student to throw the ball back to you. Throw it again to another student, asking him or her another question. Continue until all the students have had a chance to answer a question.

If you have a large group or do not have much time, you can ask a question and invite students to raise hands to answer it. Throw the ball to the student who raised their hand and have them answer the question. Repeat with another question.

Developing

Organize students into groups of four. Tell them you are going to make a soda rocket. Ask students if they know what a **soda rocket** is (a toy rocket that is propelled by a chemical reaction) and what they know about chemical reactions.

Play the video about the experiment and have students watch it attentively. Ask them to note the materials they will need. Give each group one or two sheets of paper and ask them to plan and draw their experiment. Encourage them to draw up a hypothesis of how they think the rocket will fly.

> **Tip**
>
> It is very important to explain to students that sometimes working in a group is not so easy. Explain to them that will be easier if they listen to other's ideas respectfully even if they do not agree with them. Make students understand that working in a group is working together and finding the best way to get the job done.

Take students to the yard or another open area. Remind them to take their plans. Place all the materials on a desk or any other place nearby.

Tell students to take the amount of the materials they need and to put around three tablespoons of baking soda in the middle of the paper towels. They should fix the popsicle sticks at the bottom of the bottle, using duct tape to make the "rocket legs."

Once students have prepared their "rockets", tell them to turn the bottle-rocket upside down and complete half of it with vinegar. Next, they put the baking soda in the paper towel into the bottle. Warn students not to let it touch the vinegar. Tell them to seal the bottle with the stopper. It is better to have one group at a time turning over the bottle to see the reaction. Make sure students are not near the bottle-rocket to avoid accidents. Invite one member of each group at a time to quickly turn the bottle over and step back. All other students observe what happens. Allow each group to make their rocket fly. If available, students can record a video of the result of the experiment using their cell phones or tablets.

When you are done the experiment, ask students to organize the materials again and head back to the classroom.

Ask students if they have any idea of the chemical reaction that makes the "rocket" fly. Explain that the vinegar (acetic acid), when mixed with baking soda (sodium bicarbonate), reacts to form carbonic acid. It breaks down into carbon dioxide gas (CO_2). As we sealed the bottle with the rubber stopper, the gas cannot escape, and consequently, the pressure inside the bottle increases. At a certain point, the rubber stopper cannot contain the gas anymore, and it explodes. You can find more information about it at https://ftd.li/moaxiv.

Tell students they are going to document their experiments. They must keep their plan, and now they are going to write about the results. Give each group a sheet of paper and ask them to explain the steps involved in the experiment and the result.

You can provide them with some useful language. For example:

› First, we have to … Then we put the … Next, we fix the … Finally, we …

› The baking soda and the vinegar … and the rocket ….

› It worked!/It didn't work!

Ending

Organize students in a circle. Throw the softball again and ask students to share what they learned with the experiment. Additionally, ask them to share how they felt during the experiment and what it was like to work in their groups and achieve a final result.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

FREE CLASS

Contents

_____

_____

_____

Objectives

_____

_____

_____

Materials

_____

_____

_____

Class Plan

Beginning

_____

_____

_____

_____

Developing

_____

_____

_____

_____

_____

_____

_____

_____

Ending

_____

_____

_____

_____

_____

GAME

Bingo!

Contents

» Simple past – irregular verbs
» Verb to **be** in the past tense

Objectives

» Identify and write the simple past form of irregular verbs
» Consolidate the simple past form of irregular verbs

Materials

» Sheets of paper (at least one sheet per pair of students; alternatively, students can use their notebooks)
» Small cards or pieces of paper with a base form of an irregular verb on each (at least 40 verbs – you can choose the verbs you want to focus on)
» Paper clips, beans or other small items to be used as markers
» A ball
» A bag (to put the cards or pieces of paper in)
» Rulers
» List of the irregular verbs in the base form, same verbs for the game (alternatively, you can write the verbs on the board – at least 40 verbs)
» Candies or chocolate bars (check your students' food restrictions first) or small stationery items (optional, to serve as prizes)

Class Plan

Beginning

Make some space in the classroom and ask students to stand up in a circle. Explain they are going to practice the past form of some verbs. Project or write the verbs in their base form on the board. Throw the ball to a student and say the base form of one of the verbs in the list. This student should say the past form of this verb, throw the ball to another student, and call out another verb from the list. If a student does not know the past form of a verb or is struggling to say it, encourage the group to help them. Challenge students to throw the ball and say the verbs as fast as possible. Make sure all students get a chance to participate.

Suggestion of verbs

arise	cost	freeze	make	sleep
awake	cut	get	mean	speak
be	deal	give	meet	spend
beat	dig	go	pay	stand
become	do	grow	quit	stick
begin	draw	hang	ring	sweep
bet	drink	have	read	swing
bite	drive	hear	ride	swim
bleed	eat	hide	run	take
blow	fall	hit	see	teach
break	feed	hold	sell	tell
bring	feel	hurt	send	think
build	fight	keep	shake	throw
buy	find	know	shoot	wake
catch	fly	leave	shut	wear
choose	forget	let	sink	win
come	forgive	lose	sit	write

Developing

Ask students to sit and organize them into pairs. Give a sheet of paper to each pair (alternatively, they can use their own notebooks). Tell them you are going to play Bingo with the past form of irregular verbs. Ask each pair to draw a grid with four columns and four rows. They should choose 16 verbs from the list and write the corresponding past form on their grids. Explain that they must write the verbs randomly on their bingo grids, and not in the same order as the list. This way, each pair of players has a different bingo grid.

Explain that you (the **bingo caller**) are going to call out verbs in the base form and that they need to mark down any of those verbs that they have on their grids. Model the game, if necessary. When a pair gets a whole row of verbs completed, they shout "Bingo!" Check with students if all the verbs are spelled correctly; if so, the pair wins; otherwise, you can choose to continue playing or give the pair a short time (e.g., 30 seconds) to correct the verbs. You can continue playing until a pair completes the whole grid.

Some variations:

> Use a list of mixed, regular and irregular verbs.

> Invite a student to be the bingo caller.

> Decide that only a certain direction of verbs in a turn will win.

> Ask students to form short sentences using the verbs in the past.

Ending

Invite students to play the game in small groups. First, they should write down the verbs on small pieces of paper and put them into a bag. They can create another grid individually and take turns calling out the verbs. While they play in their groups, walk around the classroom and monitor their interaction. Encourage them to use English while playing as much as possible.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

EXAM PRACTICE

Unit 1

Contents

» Content from unit 1

Objectives

» Assess what students have learned in unit 1
» Get students familiar with international exam formats

Materials

» Copies of the exam available at Iônica
» Audio track available at Iônica

Class Plan

In Advance

A few days before:
> download the exam from Iônica and have copies made;
> read the Exam Guidelines available at Iônica in order to familiarize yourself with the exam characteristics and be able to answer students' questions.

In the previous class:
> explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions;

> discuss test-taking strategies they can use during exams, like time management. Leaving difficult questions to the end is one example.

Beginning

Arrive before students and check if you have all the necessary materials to start the exam. Check if desk arrangements are adequate: they must discourage students' interaction as well as leave enough space for you to move around to help, if necessary. Remove any poster or other display that can offer answers to the exam questions.

Explain to students the test is divided into three parts: Reading and Writing, Listening, and Speaking. Hand the test out. Tell them to only open the question papers when you tell them to do so.

Developing

Tell students they will start the test. Ask them to, first, write their names and date on the front page of the test.

Reading and Writing

For this section, instruct students that if they need to talk to you, they should raise their hands and wait for you to approach them.

Listening

Before starting this section of the test, advise students that they will hear each part of the exam twice.

Speaking

Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave this section for a second class, if needed.

Ending

Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

EXAM PRACTICE

Unit 2

Contents
» Content from unit 2

Objectives
» Assess what students have learned in unit 2
» Get students familiar with international exam formats

Materials
» Copies of the exam available at Iônica
» Audio track available at Iônica

Class Plan

In Advance

A few days before:
› *download the exam from Iônica and have copies made;*
› *read the Exam Guidelines available at Iônica in order to familiarize yourself with the exam characteristics and be able to answer students' questions.*

In the previous class:
› *explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions;*
› *discuss test-taking strategies they can use during exams, like time management. Leaving difficult questions to the end is one example.*

Beginning
Arrive before students and check if you have all the necessary materials to start the exam. Check if desk arrangements are adequate: they must discourage students' interaction as well as leave enough space for you to move around to help, if necessary. Remove any poster or other display that can offer answers to the exam questions.

Explain to students the test is divided into three parts: **Reading and Writing, Listening,** and **Speaking.** Hand the test out. Tell them to only open the question papers when you tell them to do so.

Developing
Tell students they will start the test. Ask them to, first, write their names and date on the front page of the test.

Reading and Writing
For this section, instruct students that if they need to talk to you, they should raise their hands and wait for you to approach them.

Listening
Before starting this section of the test, advise students that they will hear each part of the exam twice.

Speaking
Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave this section for a second class, if needed.

Ending
Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

Lesson 1 | Part 1

Contents
» Blog article
» Public art

Objectives
» Express opinion about public art and interventions
» Scan an article

Materials
» Student Handbook, pages 34-35
» Students' notebook

Class Plan

Beginning
Play Hangman with the word **intervention**. When students guess the word, ask them to look at the images on the opening pages of the unit, describe them, and come up with a definition of the word in small groups. After a few minutes, ask some volunteers to share their definitions. If necessary, show them one or two dictionary definitions.

Developing

Activity 1
Ask students to study the pictures and talk about the interventions they see in each one. Suggestion: in both cases, passers-by are invited to interact with the street art. Ask students to answer the questions in pairs. After a few minutes, ask volunteers to share their answers. If you find it relevant, help students to expand their views on the importance of public art by asking them to consider the following:

» humanization of cities;

» sense of belonging;

» playfulness and connection between people and public art;

» cultural value;

» social value and democratic access to art.

Activity 2
Direct students' attention to the text and ask them if they have seen texts like this in other publications and what some of its characteristics are (It has a title, a lead paragraph, a photo illustrating the content, and the source. The content is factual information about the main subject.). Give them some time to complete the activity and compare their answers in pairs.

> **Tip**
>
> If you want students to explore Candy Chang's work a bit more, you may guide them to her website available at http://ftd.li/psjwhr.

> **Fine-tuning**
>
> Depending on the characteristics of the group, you may choose to begin this reading task at activity 3, which explores the genre and may support students' comprehension.

Ending
Give students a few minutes to individually think of an intervention they would make at their school to improve their school lives and share their ideas in small groups.

Answers

Activity 2

a) The path is called "Uraputki" because students can use it to travel from their homes to the university.

b) The prompts are in English, Finnish, and Swedish.

c) People write their messages with chalk.

d) Rain and sun remove the messages.

Activity 3

a) T; b) F; c) T; d) F; e) T; f) F

UNIT 3
Lesson 1 | Part 2

Contents
» Intensifiers

Objectives
» Use intensifiers to express opinion

Materials
» Student Handbook, page 35, 173
» Audio track

Class Plan

Beginning

Give students some time to think of some crazy ideas. Give them examples such as "Let's swim in a chocolate milk pool!" or "Let's paint the school walls purple!" Invite a few volunteers to come to the front of the classroom to share their crazy ideas. The rest of the group should react using one of the following expressions written on the board:

That's	so really quite	cool. crazy. funny. amazing. interesting.

Developing

Activity 5

Ask students to share their opinions about the Career Path project before playing the audio. Say the adjectives in this activity and ask them to give a show of hands if they feel the same way. Ask them to do the activity in pairs or trios. Explain the activity and play the audio. After correcting, you may play it a second time and ask students to say how the speakers justify their opinions.

> **Audio Script • Track 14**
>
> a) I think it's quite interesting, it makes you think.
> b) I love this idea, it's very important to think about your life like this.
> c) It's really amazing! I love walking by and reading what everyone wrote on the floor.
> d) You don't normally see projects like this here. It's so unusual.

Before activity 7, with books closed, write some of these sentences from the audio in jumbled order on the board: "I think it's quite interesting," "it's very important," "it's really amazing," "it's so unusual." To make it more meaningful, ask students to personalize the sentences and substitute the pronoun **it** for real things or activities.

Activity 7

Ask students to compare their answers, encouraging them to expand on each one. Suggestions: a) "I'm really hungry because I didn't have breakfast." b) "Our garden is quite small, but it's perfect for us." c) "She's so good at tennis. She won two championships." d) "It isn't a very good movie, but everybody is talking about it."

Activity 9

Address students to the article again to remind them of what the project about life choices was and how they have changed or stayed the same.

Activity 10

Have students guess what their families' answers might be and then check their guesses as homework.

Ending

As a follow-up, ask students to write a dialogue including one of the expressions from activity 11. They could then act it out in small groups.

Ask students to bring in pictures or drawings of signs near their homes for the next class.

Answers

Activity 4

Personal answers.

Activity 5

a) quite; b) very; c) really; d) so

Activity 6

a) add; b) really, so; c) quite

Activity 7

a) I'm really hungry.

b) Our garden is quite small.

c) She's so good at tennis.

d) It isn't a very good movie.

Activity 8

Personal answers.

UNIT 3 • Recycling

Contents

» An audio tour inside a recycling business office

Objectives

» Learn about the TerraCycle, a recycling business in New Jersey, USA
» Identify important details through focused listening
» Integrate what was learnt from the audio and give own opinion

Materials

» Student Handbook , pages 232-233
» Audio track
» Some plastic bottles

Class Plan

Beginning

Divide the board in two and write "Recyclable" on one side and "Not recyclable" on the other side.

Elicit examples of things that we can recycle (bottles, clothes, and jars) and things we cannot (toilet paper, food waste, and used fast food packaging). Ask volunteers to go to the board and add some items to the list.

At the end of this activity, you will probably have more items that can be recycled than items we cannot recycle. This can be used as a train of thought on the idea that almost anything can be recycled and reused.

Developing

Activity 1

Have students open their books to page 232 and explore the images. Ask a volunteer to read the instruction and the questions in the activity and help with language if necessary. Pair students up and allow them some time to discuss the questions.

Activity 2

Address students to the six pictures in the activity and elicit what they are: **barrel, mirror, grass mat, film reel, car tyres,** and **cans**. Tell students you will play the audio once and they should pay close attention and circle the objects they hear in the audio. Play the audio and check the answers with the whole group.

> **Audio Script • Track 3.1**
>
> Welcome inside the TerraCycle offices. As you can see, we take eliminating the idea of waste very seriously. Not only are we a company that pays organizations and individuals like yourself to collect and help us recycle garbage, but we've also made our entire offices from waste. If you look out over our waiting room here, you can see that everything is made from garbage. The floors are made from old Astroturf, the furniture is second-hand, the lighting fixtures are made out of coffee-capsules, film reel, and other really cool items. You'll even see the decorations on our walls are made from old mirrors, old clocks. Everything in the TerraCycle office has been upcycled, reused, or repurposed.
>
> TerraCycle. "TerraCycle Office Tour." YouTube. April 4,2013. Accessed October 22, 2019. https://www.youtube.com/watch?v=qA9lw9OsJmo. Excerpt from 0:28 to 1:12.

Activity 3

Have students read the instruction and the sentences for the activity individually and check to see if they understand the sentences. Play the audio again and, if necessary, play it once more so that students can double check their answers. Check the answers with the whole group and write them on the board.

Activity 4

Ask a volunteer to read the instructions and the three sentences and its options. Tell students you will play the audio twice: a first time for them to complete the activity and a second time to double-check their answers. Check with the whole group and write the answers on the board.

> **Audio Script • Track 3.2**
>
> TerraCycle is very committed to the idea of eliminating the idea of waste and we do that right here in our office. Behind me you see TerraCycle's main conference room and unlike other conference rooms, there are no walls. You can enter and exit a TerraCycle conference room anywhere you want. Come on in!
>
> Here you'll see even the tables in our conference rooms are made from old doors. And one of my favorite parts is right here. We still have a fully operating doorbell.

That way, if someone's not paying attention in the meeting, you can get their attention. I'm sure many of you have already read the great story of Tom Szaki, the CEO and founder of TerraCycle. Tom still works right here, amongst all of his employees. This is Tom's office and as you can see, there are no doors on Tom's office. Employees are welcome to come in and out any time they want. TerraCycle is an avid supporter of the artist community here in Trenton. Local graffiti artists and mixed-media artists are allowed to come into our facilities and paint our walls.

TerraCycle. "TerraCycle Office Tour." YouTube. April 4, 2013. Accessed October 22, 2019. https://www.youtube.com/watch?v=qA9lw9OsJmo. Excerpt from 2:52 to 3:52.

Activity 5

Organize students into small groups and address them to the activity. Invite a volunteer to read the two questions and check if all students understand them. Allow groups enough time to discuss their opinions. After some time, open it to a whole class discussion.

Ending

Bring to classroom some plastic bottles. Divide students in groups and ask each group to create something new with that bottle. It is not necessary for them to really craft the bottle up; just having an idea is enough. Have them present their invention to the rest of the group.

Answers

Activity 1
a) Personal answer; b) Doors, loudspeakers, records, old furniture, road signs, ballets; c) Personal answer.

Activity 2
b; d

Activity 3
a) T; b) F; c) T; d) F

Activity 4
a) different from; b) doorbell; c) walls

Activity 5
Personal answers.

UNIT 3

Lesson 2

Contents
» Road signs
» Comparatives

Objectives
» Make inferences about road signs
» Describe images
» Use the comparative to compare things

Materials
» Student Handbook, pages 36-37

Class Plan

Beginning
With books closed, collect the pictures or drawings of signs that students brought. As you show them one by one, elicit what they mean.

Developing

Activity 2
This question may be first discussed in pairs and then with the whole group. Possible answer: for safety, instructions and information. You could then write in random order the following words and numbers on the board and ask students to guess how they are related to the topic: "Romans;" "milestones" (stones placed on a road to indicate the distance to a place in miles); "Middle Ages;" "1686;" "Lisbon;" "cyclists;" "1880." After they have suggested some connections, you may give students the following information: The Romans invented milestones and, in the Middle Ages, signs to cities started. In 1686, the first traffic signs were put up in Lisbon, Portugal, and modern road signs started for cyclists around 1880.

Activity 3
Explain to students that activity 3 will be a reading challenge and that you will not help them with vocabulary. When they finish, ask them to compare their answers with a classmate and describe the strategy they used. Ask them to say the words that helped them do the task. Discuss which ones were cognates and which noncognates they already knew.

Tip

Allow students some time to read the information and encourage them to do some research about signs in a specific country they are interested in. They may bring information about them to the following class.

Activity 4
Focus students' attention on the pictures and have them guess what each one means. Write "cute," "unusual," and "crazy" on the board and ask them if, in their opinion, these adjectives apply to any of the signs. Ask students to discuss the true or false statements in pairs and reach a conclusion together.

Activity 5
As students finish the activity, ask them to check their answers in Grammar.

Activity 6
Encourage students to describe the signs before they complete the sentences. Reinforce the idea that they should pay attention to the rules in activity 5.

Activity 8
Before students engage in the Communication activity, elicit some of the adjectives they have used so far in this lesson and others they could use to describe different things or animals.

Extra Activity

Put the signs students brought for homework around the room where everyone can see them. Tell them to choose two of the signs and write a sentence comparing them. They could then read their sentences aloud so their classmates can guess the two signs being compared.

Ending
Bring some objects or images for students to describe using the comparative and superlative.

Activity 3

a) Watch out for students crossing the road. b) Look out for kangaroos. c) Beware of falling rocks and trees. d) Don't drive off the pier.

Activity 4

a) F, b) T, c) T

Activity 5

a) Yes, b) -er, c) The consonant is doubled. d) The -y is replaced by -i. e) The word *more* is added before. f) -than

Activity 6

a) further, b) smaller than, c) more interesting than

Activity 7

a) bigger, b) more difficult, c) easier, d) hotter, e) lower, f) prettier

Les

Cont
» Num
» Supe

Obj
» Ide
   bu
» Fir
» U

M
»
»

C

UNIT 3 • Road Signs

Contents
» Road signs

Objectives
» Review and expand the language content from unit 3
» Describe road signs

Materials
» Student Handbook, pages 250-251

Class Plan

Beginning
Start the class by asking students "What are the road safety and traffic rules you know?" List the items on the board. Talk to them about the importance of respecting traffic rules and having safe habits.

Developing

Activity 1 – Preparation
Divide students into pairs, one student is A, and the other is B. Each student looks at the road signs on their corresponding pages only. They should not look at the other student's page. They need to think about the meaning of each sign and get ready to describe them to their classmate. They can take some notes, but they should not spend much time on this.

Activity 2 – Interaction
Students take turns describing their road signs to each other. The other student tries to guess what sign it is based on what the first student describes. They should use the space provided to draw the sign as they are being described. If necessary, choose a road sign that is not part of their sheets and use it as an example, describing its shape, color, mentioning if there is a drawing or something written on it. Walk around the classroom, monitor, and help them as needed. When they finish, check their answers with the whole group and invite volunteers to draw the signs on the board while their classmates describe them.

Ending
Invite students to remain in the same pairs and try to describe other road signs they know to each other so that they can guess what they are.

Answers

Activity 1 – Preparation – Student A
Suggested answers:
a) A diamond-shaped yellow sign with a black cross in the middle (crossroad ahead).
b) A circle-shaped white sign with a red border and a truck in the middle. There is a red stripe crossing the truck out (no trucks).
c) A diamond-shaped yellow sign with a curved black arrow to the right (right curve ahead).
d) A red octagon with the word STOP in white (stop sign).
e) A diamond-shaped yellow sign with a vertical black stripe on the left and a diverted stripe from right to left on the right side (lane reduction – right).
f) A circle-shaped white sign with a red border and a bike in the middle. There is a red stripe crossing the bike out (no bicycles).
g) A white triangle with a red border (give way).
h) A diamond-shaped yellow sign with a vertical, curved arrow from right to left. The arrow has two curves (winding road).

Activity 1 – Preparation – Student B
Suggested answers:
a) A diamond-shaped yellow sign with a vertical black arrow starting on the bottom left with a curve (at the top) to the right (hairpin curve ahead).
b) A circle-shaped white sign with a red border and the shadow of a person in the middle. There is a red stripe crossing it out (no pedestrians).
c) A diamond-shaped yellow sign with a black Y in the middle (Y intersection ahead).
d) A circled-shape red sign with the words DO NOT ENTER in the middle. Above the word ENTER, there is a horizontal white stripe.
e) A diamond-shaped yellow sign with two vertical black arrows: on the left, the arrow points up, on the right, the arrow points down (two-way traffic).
f) A diamond-shaped yellow sign with three curved black arrows forming a circle in the middle (circular intersection ahead).
g) A diamond-shaped yellow sign, with two diverted arrows: on the left, the arrow diverts from the left to right and points down; on the right, the arrow diverts from the left to the right and points up. Between the arrows, on the top, there is half of an oval black shape (divided highway ahead)
h) a yellow pentagon with shadows of a man and a woman walking from the right to the left (pedestrians crossing)

Activity 2 – Interaction
Personal answers.

UNIT 3

Lesson 3

Contents
- Numbers
- Superlatives

Objectives
- Identify specific information about the tallest buildings in the world
- Final sounds of superlatives
- Use the superlative to describe objects

Materials
- Student Handbook, pages 38-39
- Audio track

Class Plan

Beginning

Ask students to think of a city and the famous places, buildings, or monuments in it. You may give them one of the following examples: Rio de Janeiro – Corcovado, Sugar Loaf, Copacabana; Paris – Notre Dame, the Eiffel Tower, the Louvre. Allow students some time to take notes and then organize them in small groups. Students should take turns giving hints about the city they have chosen and guessing their classmates' cities.

Developing

Activity 1

Explore the pictures, asking students if they have been to one of these buildings or seen them in pictures. Ask them to say what the buildings have in common (They are tall buildings.) Check whether they understand the activity they are going to do.

Audio Script • Track 15

The tallest building in the world is Dubai's Burj Khalifa at a dizzying 2,722 feet high. Of course, it won't have that title forever. The Jeddah Tower in Saudi Arabia is under construction. When it's finished will be a kilometer tall, dethroning the Burj. Hey, I'm Patrick Jones and this is "Cheddar Explores." This is Bill Baker. He's the Burj Khalifa's structural engineer.

And if designing the tallest man-made structure isn't impressive enough, he's also walked down all 2,909 steps.

Bill told me he's run calculations and says he's pretty sure we can realistically construct a building that's a mile tall. Bearing that in mind, let's start at 138 feet. That's the height of the Home Insurance Building.

Next stop, One World Trade at 1,776 feet. At heights like this, concrete becomes a major issue, because concrete takes so long to travel from the bottom to the top of the building, it hardens in route. The Burj made history after builders used a new pump to send concrete 2,000 feet in the air and fast. That brings us to our last stop in reality. Here we are on the roof of the Burj, 2,716 feet above Dubai. At this height, everything gets trickier, specially construction.

Cheddar. "How High Can Skyscrapers Go? – Cheddar Explores." YouTube. October 2, 2018. Accessed November 19, 2019. https://www.youtube.com/watch?v=NZ3al17ceI8. Excerpts from 0:00 to 0:18, 0:24 to 0:33, 0:38 to 0:46, 0:53 to 1:05, and 1:35 to 2:13.

Tip

Students should always be encouraged to read instructions on their own. By doing this, they develop both their autonomy as learners and reading skills.

Activity 2

Before students listen to the audio a second time, have them read the statements in this activity and underline what they remember from what they heard.

Activity 3

Remind students that not all countries use the metric system and check whether they remember the equivalence of a foot (one foot equals 30.48 centimeters).

Fine-tuning

Before playing the audio again, ask students to work with a classmate and take turns saying the numbers in activity 3.

Activity 4

Allow students some time to figure out the rules and, if necessary, clarify that we use the comparative to compare two things and the superlative to talk about something that is in one of the two extremes of a quality (the tallest, the most modern, the tiniest, etc.).

Activity 6

Ask students to agree on an item of their school material, such as their pencils, place it in front of them, and compare it with their classmates' objects.

You may also bring some objects or images for them to describe and compare. You may use this opportunity to reinforce the difference between the comparative and the superlative and encourage students to use both to describe the objects or images.

Activity 7

Ask students to read the words and say which one is the odd one out; that is, is different from the others (West). Then play the audio and have them say the words after the recording.

Audio Script • Track 16

a) biggest /bɪgəst/

b) best /bɛst/

c) tallest /tɔləst/

d) West /wɛst/

Ending

In small groups, students brainstorm the names of ten animals and create sentences using the comparative and the superlative. As they do so, monitor whether they are using **than** (bigger than) and **the** (the biggest) appropriately. If necessary, come back to it.

For next class, bring a PET plastic bottle and a soda can.

Activity 1

a; b; c; e

Activity 2

a) curiosities; b) host; c) curiosities

Activity 3

a; d; e; b; c; f

Activity 4

a) -est

b) The consonant is doubled.

c) The -y is replaced by -i.

d) The word **most** is added before.

e) No.

Activity 5

a) biggest; b) most difficult; c) easiest; d) hottest; e) lowest; f) prettiest

---

GRAMMAR

UNIT 3 • Comparative: superiority, equality, and inferiority

Contents
» Comparatives: superiority, equality, and inferiority

Objectives
» Review and expand the grammar content from unit 3
» Practice using the comparative forms of adjectives (superiority, equality, and inferiority)

Materials
» Student Handbook, pages 217-218
» A ball

Class Plan

Beginning

List some lexical fields on the board (e.g., "cities, countries, means of transportation, sports"). Ask students to stand up in a circle and throw the ball to a student. Say a sentence comparing two items from one of the lexical fields. For example, "A plane is faster than a car." (means of transportation). The student whom you throw the ball to says another sentence comparing the last item you mentioned and another one from the same category. For example, "A car is smaller than a truck." Then they throw the ball to another student who might say "A truck is bigger than a motorcycle." and so on. When a student runs out of items to compare or does not start the sentence with the last item mentioned, they can choose another lexical field and compare two other elements. Continue playing for some time.

Developing

Activity 1

Start the activity by briefly reviewing the rules for comparatives of superiority with short and long adjectives. Tell students that the table shows an example of each rule. They have to write the correct form of the comparatives of superiority for each adjective listed in the table. Check the activity with the whole group.

Activity 2

Ask students to read through the sentences and choose the best alternative to complete them. When they are done, tell them to compare the answers in pairs. Ask some volunteers to read the sentences aloud to check the activity.

Activity 3

Instruct students to read the words in each item and unscramble them to form a sentence. When they are done, tell them to compare the answers in pairs. Ask some volunteers to read the sentences aloud to check the activity.

Activity 4

Tell students that they need to complete the sentences using the clues in parentheses. Explain that they have to write comparative forms correctly. When they are done, tell them to compare the sentences in pairs. Ask some volunteers to read the sentences aloud to check the activity. Write the phrases on the board, if necessary.

Ending

Invite students to continue playing the game from the beginning of the class. Make sure they include comparatives of equality and inferiority too. Challenge students to say sentences as fast as possible.

Answers

Activity 1

a) hotter; b) heavier;
c) bigger; d) older;
e) more interesting;
f) more comfortable;
g) more elegant

Activity 2

a) I; b) II; c) I; d) II

Activity 3

a) Barcelona is as beautiful as Madrid.

b) Poland is smaller than Germany.
c) São Paulo is as busy as New York.
d) Toronto is colder than San Francisco.

Activity 4

a) less interesting than;
b) less populated than;
c) as crowded as; d) more dangerous than; e) more beautiful than

Lesson 4 | Part 1

Contents
» DIY tutorial

Objectives
» Read a DIY tutorial
» Talk about examples of upcycling in the neighborhood

Materials
» Student Handbook, pages 40-41

Class Plan

Beginning
Show students the plastic bottle and the soda can and ask them, in small groups, to come up with as many different uses for them as they can think of. Suggestions: they may reuse the plastic bottle, they may use both as plant pots, they may use them as pencil holders, etc.

Developing

SEL: Sustainability

Ask students what they do with objects and things they do not want anymore and make a mind map on the board with their answers. Elicit what they know about sustainability and ask them to analyze the actions in the mind map in terms of how sustainable they are.

Activity 1
Write "recycle" and "upcycle" on the board and ask students if they know the difference between the two words. If they do not, encourage them to guess based on the prefixes **re** and **up**.

Activity 2
Ask different volunteers to describe what has been upcycled in each picture (plastic bottles and discarded tires) and answer if there are things like these in their neighborhood. If not, ask them if they have seen something similar in other places and their opinion about initiatives like these.

Activity 3
As a pre-reading activity, ask students to look at the materials and say what is going to be upcycled (a shoebox will be upcycled into a smartphone projector). Allow them some time to read the tutorial and do the activity. In pairs, ask them to rephrase orally what they are supposed to do in each step. As they do so, walk around and check their understanding. Check answers collectively, asking students to justify their answers and give examples of the use of the imperative. Draw their attention to the use of sequencing words now and the next step.

Language Variation

Several words ending in **-or** in American English, such as "color" and "neighbor," are spelled **-our** in British English. To find out more about differences in spelling, find some information available at http://ftd.li/8td2iy.

Ending
In pairs, students walk around the classroom looking at different items and think how they were made and imagine how they could be upcycled.

Answers

Activity 1

c

Activity 3

a) instructions; b) steps; c) imperative; d) tutorial

Cave Paintings | Part 3

Contents
» Cave paintings

Objectives
» Read about cave paintings
» Read an infographic

Materials
» StandFor Project – *Cave Paintings* portfolio

Class Plan

Beginning
Ask students what words they wrote in their glossary and write them on the board. Elicit the meaning of the words.

Developing
Address students to read the question in the **#postreading** section. Get students in pairs to discuss it. Allow them some time to do that and have them report to whole group what they have discussed.

Ask students if they have ever seen drawings and writings on walls in the city they live in. Promote a discussion about graffiti, eliciting students' opinion if it's art or vandalism.

Activity 2
Draw students' attention to the photos in the **#postreading** section and have them discuss what they think about it. Encourage students to find similarities and differences between the pictures.

Ending
Ask students to register what they have learned about cave paintings in their notebooks.

Lesson 4 | Part 2

Contents

» DIY tutorial

Objectives

» Brainstorm ideas and list the material needed for a tutorial
» Produce a tutorial about how to upcycle an object
» Sustainability

Materials

» Student Handbook, page 41, 163

Class Plan

Beginning

If possible, plan a visit to the school garbage storage. Show them how much garbage is produced daily and the kind of waste that is thrown out. Brainstorm with students ideas to reduce, recycle or reuse some of the waste. Otherwise, brainstorm a list of the garbage that is generated in their school and potential solutions.

Developing

Think Tank

After students have discussed the statements, ask them to analyze how clean their classroom is after their classes and if students and school staff are producing too much trash in the cafeteria. If they feel that the school community could be more responsible and sustainable regarding the trash being produced every week, suggest they design some funny and creative signs encouraging people to change some bad habits and also to upcycle some of the objects that are frequently thrown away.

This could be part of their writing process and the groups could write tutorials about how to upcycle these objects.

Activity 5

Encourage students to look at these steps as a checklist for their tutorial. You may give them the alternative task of drawing the steps instead of photographing them. After they have written a first draft, ask them to exchange their tutorial with another group so both get some feedback on the clarity of their instructions. As students are doing this, read their tutorials and underline the language mistakes you believe they will manage to correct on their own. With their classmates' feedback on content and the teacher's feedback on language, students may now be ready to type up their tutorials. Allow them to discuss and decide where they would like to have their tutorial published.

Ending

Ask students which of the suggestions given in the tutorials they would like to try doing. Decide together on a deadline for them to actually carry out the upcycling in the tutorial they have chosen. If there is a science, art, or culture fair at school, their objects could be displayed alongside the tutorials.
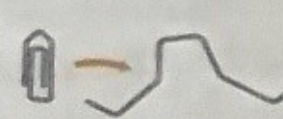
Answers

Activity 4

Step 1
Step 2
Step 3
Step 4
Step 5
Step 6
Step 7

Activity 5

Personal answers.

UNIT 3 • Houses and Buildings

Contents
» Houses
» Comparative and superlative

Objectives
» Review and expand the language content from unit 3
» Practice using comparative and superlative forms of adjectives
» Describe and compare houses

Materials
» Student Handbook, pages 252-253
» Pictures of different houses and buildings around the world (projected or printouts)

Class Plan

Beginning

Show students the pictures of the houses and ask them to mention some adjectives to describe them. List the adjectives on the board. Then invite students to make some comparisons between the buildings. Take this opportunity to review the rules for comparative and superlative forms.

If time allows, you can play a game with students. Prepare a list of comparatives and superlatives in advance. Invite a student to be the first one to draw a word, for example, "longer." That student has to say words that lead to the correct answer, but without saying the word "long" or "longer." They may say, for instance, "ruler compared with a snake," "the Nile River compared with the Tietê river, etc." The group then has to guess what comparison the student is making. They keep guessing until someone says the word "longer" or you can set up a time limit for the activity if you wish.

Developing

Activity 1 – Preparation

Ask students to look at each picture. Individually, they should think about how they can describe them in comparison to each other. Help them with vocabulary if needed. Students can take notes.

Activity 2 – Interaction

Organize students into pairs. Explain that they should choose a letter and a number without telling their classmates. Students take turns describing the pictures in comparison with the others in that column. The other student needs to guess which picture is being described. Walk around the classroom, monitor, and help students as needed.

Ending

Ask some follow-up questions, for example, "Which is the most beautiful house?", "Which is the most unusual house?", "Which house would you like to visit? Why?", "Which house would you like to live in? Why?" Encourage students' participation.

Answers

Activity 1 – Preparation

Suggested answers:

A1 – This is the most different house in this column. It's not the shortest, nor the tallest. It's upside down.

A2 – This is as tall as one of the buildings in this column, but it is the least wide. It's white and the tallest on that street.

A3 – This is as tall as one of the buildings in this column, and it is the widest. It's white and orange.

A4 – This is the most rounded building in this column. It seems to be made of stone.

B1 – This is the most colorful building in this column. It's blue, and the roof is red.

B2 – This is the smallest building in this column and the least colorful one. It's white, and there is a door at the top.

B3 – This is the most modern building in this column. It's white and it's the tallest building too.

B4 – This seems to be the oldest building in this column. It is not as colorful as another one in the same column. It seems to be made of stone, it has red doors and yellow and red windows.

C1 – This is the shortest building in the column, and it is more rounded-shaped than the one at the bottom. It seems to be made of stone.

C2 – This is the most different house in the column. It is probably the second tallest. It is triangular and yellow.

C3 – This is the most colorful building and probably as tall as the one at the bottom. Each window is of a different color.

C4 – It is as rounded as the first one in that column, but it is taller than that one. It is brown, and it is made of clay.

Activity 2 – Interaction

Personal answers.

CLIL

UNIT 3 • Public Art

Contents
» Concept of public art
» Vocabulary to describe public art

Objectives
» Define public art
» Create a public art project

Materials
» Student Handbook, pages 184-185
» Sheets of paper (one per student)

Class Plan

Beginning

Activity 1

Have students look at the pictures and read the instructions with them. Organize them into pairs and have them justify their opinions. Give them time to work in their pairs to brainstorm ideas. You can ask students other questions like, "Where are they?", "When were they made?", "Why do you think they were created?" Write some useful phrases on the board (e.g., "Yes, I think so because …", "No, I don't think so because …", "I'm not so sure because …") and encourage students to use them. When collecting feedback, welcome their answers without correcting.

Developing

Activity 2

The objective here is for students to understand the concept of **public art** and contrast it with their opinions discussed in the previous task. Allow students time to work individually and compare answers before going back to their contributions. Propose a correction/reflection on their answers with the whole group. There might be some controversy regarding the images that show monuments that, despite serving a purpose, may not have been built as a work of art. It is worth exploring why these public artworks were built. If time allows, this research can be conducted in class or as homework. Otherwise, provide some information about the works of art in the pictures in activity 1.

The four colossal statues of Abu Sime – carved out of the mountain on the west bank of the Nile between 1274 and 1244 BC, this imposing main temple of the Abu Simbel complex was as much dedicated to the deified Ramses II himself as to Ra-Horakhty, Amun and Ptah. The four colossal statues of the pharaoh, which front the temple, are like gigantic sentinels watching over the incoming traffic from the south, undoubtedly designed as a warning of the strength of the pharaoh.

Lonely Planet. "Great Temple of Ramses II." Accessed March 7, 2020. https://www.lonelyplanet.com/egypt/abu-simbel/attractions/great-temple-of-ramses-ii/a/poi-sig/1004472/1000950.

Christ the Redeemer – is a statue in Rio de Janeiro, Brazil that was built as a symbol of Brazilian Christianity. In 1850, the idea of building a religious monument was first suggested by a Catholic Priest. It wasn't until 1920 when a group petitioned for support to build a landmark statue that it became a reality. The design was chosen from several ideas and construction began in the 1920s, taking nine years to finish. Today, Christ the Redeemer is one of the New Seven Wonders of the World. [...] The first suggestion to build a large religious monument was made in the 1850s by a Catholic priest names Pedro Maria Boss. The request for financing wasn't approved because Princess Isabel was not a fan of the idea. [...] A petition started by a group in the early 1920s, called the Catholic Circle of Rio, was successful. Construction began in 1922 and took nine years to complete.

Soft Schools. "Christ the Redeemer Facts." Accessed March 7, 2020. https://www.softschools.com/facts/wonders_of_the_world/christ_the_redeemer_facts/76/.

Cloud Gate by Anish Kapoor – In the early 21st century Kapoor's interest in addressing site and architecture led him to create projects that were increasingly ambitious in scale and construction. In 2004 Kapoor unveiled Cloud Gate in Chicago's Millennium Park; the 110-ton elliptical archway of highly polished stainless steel – nicknamed "The Bean" – was his first permanent site-specific installation in the United States. Cloud Gate reflected and transformed its surroundings and demonstrated Kapoor's ongoing investigation of material, form, and space.

Encyclopedia Britannica, s.v. "Anish Kapoor," accessed March 7, 2020, https://www.britannica.com/biography/Anish-Kapoor#ref1085061.

Sinking House, Thames River – Activist group Extinction Rebellion is making an important statement about climate change by floating a typical suburban house in London's River Thames. Using dramatic visual imagery, they have

sent a strong message to the UK government. [...] *Sinking House*, which was built by Katey Burak and Rob Higgs, is just the latest in a series of high-profile actions that the group has staged as a call to action. With Tower Bridge looming in the background, it's impossible not to be struck by the devastating view of this family home. Flooding is becoming a stark reality around the world, with many families losing everything as rising waters overtake their houses. At this point, even reducing greenhouse gas emissions may not be enough to reverse the damage.

Stewart, Jessica. "Activist Artists Float a Sunken House Down the Thames to Visualize the Reality of Climate Change," *My Modern Met*, December 27, 2019. https://mymodernmet.com/extinction-rebellion-house-flooding-thames/.

> **Tip**
>
> You can find more information about public art at the following links.
> - American for the Arts, "Why Public Art Matters": http://ftd.li/7j6pah;
> - Art Encyclopedia, "Public Art": http://ftd.li/i7x6um.

Activity 3

This is another activity that involves exploring the text in order to focus on the definition of **public art**. Do the first item with students so that they understand how to do the task. Encourage them to use key words from the text instead of copying whole sentences and paragraphs. For this activity, students can work in pairs since they will benefit from working collaboratively. They may be able to help each other out with vocabulary and concepts.

Activity 4

This activity is focused on language work and helps prepare students for the final task of creating a public artwork. This will help them both with ideas and

with language resources necessary to describe and brainstorm their plan for a public art piece. Encourage students to add more items to the categories, or even create more categories if they are willing to.

Activity 5

This is the moment for students to be creative and implement the concepts of **public art** they saw in this class. Form small groups and give students some rough paper for planning and sketching. It is a good idea to help them share their work fairly and according to their skills and preferences. Monitor their work and check if they need help with language or organizing their project. Help mediate conflict if/when it arises. Explain that this is a common characteristic of group work. Encourage them to be respectful and collaborate with each other.

> **Extra Activity**
>
> Get students to choose a public artwork and explain to them why this is their choice. This activity can help them prepare for their production in activity 5 if they use the categories proposed in activity 4 to describe the work of art. They can get ideas at the following links.
> - Design Boom, "Public Art": http://ftd.li/dvtw33;
> - Lonely Planet, "The Best Public Art in the World": http://ftd.li/y6epyr.

Ending

Activity 6

Have students present their plans to the classmates or display their projects around the classroom. Open a discussion for students to put forward their ideas of what public art is and how they feel about it.

> **Answers**

Activities 1-2

Personal answers.

Activity 3

Category: a wide range of forms, sizes, and scales – and can be temporary or permanent.

Purpose: interprets the history of the place, its people; addresses a social or environmental issue; a political tool; a form of civic protest.

Types of artwork: murals, sculpture, memorials, integrated architectural or landscape architectural work, community art, digital new media, and even performances and festivals; propaganda posters and statues; graffiti.

Activity 4

Place	Size and shape	Sound and movement	Material
in a park	life-size	loud	metal
in a square	enormous	dynamic	wooden
outdoors	circular		digital
indoors	square		plastic
on top or a building	tiny		paper
under a bridge			concrete

Activities 5-6

Personal answers.

UNIT 3 • Street Art

Contents

» Street art
» Crayon resist technique

Objectives

» Discuss the impact of human intervention on the city landscape
» Create a work of art using the crayon resist technique

Materials

» White crayon (one per student)
» Watercolor paint (several per group of four students)
» Sheets of thick paper (one per student)
» Brushes (several per group of four students)
» Pieces of sponge (optional)
» Pictures of street art (graffiti, humorous posters, drawings, etc. – among them some works of art by Banksy, Os Gêmeos, Vhils, Lady Pink, Swoon)
» Cell phones and tablets (optional)
» A video showing crayon resist technique: "Watercolor Resist Techniques," Our Craft Corner, available at http://ftd.li/pfhdoa (or any other video showing the technique, optional)

Class Plan

Beginning

Show students the pictures of street art. Fix them around the classroom or on the board. Ask students about the different interventions and what they mean to them. Explain to them that **street art** is a form of expression like any other type of art. Have them name some kinds of art (sculptures, paintings, drawings, photography, dance, music, drama, literature, etc.). Ask them to give some examples of street art they have seen in their town.

Brainstorm some ideas on the board and encourage a debate. Point out that there is no right or wrong when it comes to art. The objective of the debate is to promote a healthy exchange of ideas and not to define a general truth about art.

Developing

Have students look at the pictures of street art interventions again. If possible, you can allow them to search for other examples on the internet, using their cell phones or tablets. Encourage them to talk about

what they think these artists wanted to express or convey when they created these artworks.

Ask students "How do these artists inspire others with street art?" Explain that street art can inspire people to make a real change, culturally, politically, and beyond. Tell them that this is a way in which artists share a message and express their ideas with their community. You can mention Berlin, São Paulo, New York, as cities with many street artists of works of urban art. Tell students that many street artists have become famous, such as Banksy, Os Gêmeos, Vhils, Lady Pink, Swoon. Ask them if they know these artists and show them some of their works of art.

Explain to students they are going to create a piece of art to inspire people and share a message with their school community. Explain that they are going to create a piece of art using crayon resist technique. Ask them "Do you know what **crayon resist** means?", "What do you think it means?" Encourage students to share their ideas and hypotheses.

Say that, in this technique, an image can be created using a white crayon, then a layer of watercolor paint is applied over the image, revealing a "secret message." Explain to students that the oil contained in the crayon and water do not mix, so the areas covered by the crayon will not absorb the watercolor paint, "resisting" it.

Explain to students that first they are going to use the white crayon to write (or draw) a message they want to share with their community. Then they are going to use watercolor paint to color over the drawings/words. If possible, show them a video of the technique. Tell them, however, that instead of coloring their own works, they are going to paint over a classmate's message.

Organize students into groups of four. Give each group some watercolor paint, brushes, and pieces of sponge (if available). Give each student a sheet of thick paper and a white crayon. Ask students to write or draw their messages using the white crayon. Monitor and help as needed. When students finish, tell them to exchange their works with a classmate. Once they have done this, ask them to paint over their classmate's original work using watercolor paint. They can use brushes or a piece of sponge. Encourage them to be as creative as possible and use as many colors as they like.

Ending

When everyone is finished, exhibit students' work on the school walls. Organize an exhibition and have students talk about their works of art and the technique they used to their schoolmates.

SOCIAL - EMOTIONAL LEARNING

UNIT 3 • Craft Time!

Contents

» Social-emotional learning: sustainability
» Responsible decision-making
» Relationship skills

Objectives

» Make constructive choices based on sustainability
» Exercise cooperation
» Exercise social engagement

Materials

» Students Handbook, pages 273-274
» "Craft Time!" video
» An old t-shirt (optional)

Class Plan

Beginning

Organize students into groups of three. Explain that you are going to say different recyclable materials, and they should think of different items made of those materials. Explain that they can take notes in their notebooks. After you say each material, ask them how many different items they thought of. Say the following materials in the order you think will be easier for students to come up with ideas: "plastic," "metal," "paper," "glass," "e-waste," "organic." Ask students to join another trio and compare their answers.

Developing

Before watching the video

Activity 1

Write "recycle" and upcycle" on the board, underlining the prefixes. Ask students to share, in pairs, the difference between these two terms and give examples.

Recycling may mean you are using a material again for the same or a different purpose. In this sense, it is also known as reusing. For instance, you may use the same plastic water bottle more than once and you may also use it as a vase. Newspapers may be reused to clean windows or as a dog's "toilet."

Another definition of recycling is when the material is changed without going through a more complex process. For instance, you can tear strips of newspaper and other kinds of paper and make papier-mâché objects, using glue and water.

Recycling may also demand a chemical process to break down the original item into raw material. This material is then made into something else. PET bottles, for instance, can be recycled into other plastic objects.

Upcycling involves recycling, but as the prefix up- indicates, the new item becomes more valuable and higher quality. When you upcycle something, you get an existing product and transform it into a new product. An example is getting an old CD or record and turn it into a clock.

Talk to students about how both recycling and upcycling offer lots of benefits as they reduce waste in a world where waste is a very serious problem.

Activity 2

Have students observe the items and explain what they need to do, if necessary. Ask them to do the activity individually and then compare their answers in pairs.

Activity 3

Read the questions with students and answer any doubts, if necessary. As they discuss and answer the questions, monitor their work, encouraging them to speak English as much as possible and helping them with vocabulary.

When students finish, invite some volunteers to share their answers and open a group discussion about why clothes should not be thrown away as trash. Explain that most clothes we simply throw in

the trash go to landfills, and the decomposition of clothes emits toxic greenhouse effects.

Invite students to say what can be done with clothes we do not wear anymore. For example, if the clothes are in good condition, we can donate them, swap with friends, sell them to second-hand thrift stores. If they are not in good condition, they can be repurposed. Write "repurpose clothes" on the board and brainstorm different ways they can do so: they may be used for cleaning purposes; as dish rags; used as material for crafts like a fabric notebook cover; customize them. Ask them which of the ideas mentioned can be examples of upcycling.

If you have an old T-shirt available, show it to students, say that you do not wear it anymore, but you really like it and would like to upcycle it. Brainstorm a few ideas and leave them on the board.

Tell students that today's video is about **DIY**. Write it on the board and ask them what these initials stand for. List some ideas on the board.

While watching the video
Video – Part 1 (0:00-0:52)

Activity 4

Play the part 1 of the video and ask students to pay attention to what Amber and Nicholas say about DIY. Pause the video and allow some time for students to discuss. Invite volunteers to share what they say.

Video – Part 2 (0:53-2:57)

Activity 5

Play part 2 of the video and ask students to choose the correct answer. Check the activity with the whole group. Ask students what they liked or did not like about the idea, if they found it simple to do and how useful it is.

Activity 6

Have students read the sentence in activity 6 before playing part 2 again. Answer any questions and play it. Have students underline the words individually and compare them in pairs. Correct the activity by asking a volunteer to read the sentence out loud. Ask students what they liked or did not like about the idea. Invite them to come up with two or more suggestions for the cut-out shapes.

Extra Activity

If you have time and depending on students' level, play part 2 again and ask students to list the material needed and the main steps. Instruct them to take simple and short notes. Give them extra time at the end to compare and write the instructions cooperatively. Play the video without pausing.

Organize students in trios and allow them time to write the instructions together. If they ask you to play it again, tell them you will do so in five minutes. Encourage them to work cooperatively, and after they have had a go in their own groups, invite them to share the information they have with other groups as well. When you feel students have worked as far as they can without watching the video again, play it again. Allow students more time to work together in the reconstruction of their notes. Walk around and monitor their work, helping them with vocabulary and structures. When they finish, ask a volunteer to read the instructions to the DIY project. Praise students on their collaborative work and ask them to share in what ways they think working like this was helpful. Ask if students assumed different roles according to their strengths and what strategies they used to guarantee everyone was really working together.

After watching the video

Activity 7

Draw students' attention to the fact that Amber and Nicholas worked cooperatively. Ask students how often they participate in projects this way, actually working together to reach a final result.

Tell students that in pairs they are going to come up with a suggestion to upcycle a T-shirt or another piece of clothing. Allow them time to think about the materials, steps, and illustrate their idea by completing the table provided. Encourage them to work collaboratively. As they work together, walk around and monitor their work, helping them with vocabulary and structures. As they finish, invite the pairs to present their project.

Ending

At the end, ask students to mention some of the benefits and challenges of working together. Invite them also to give some recommendations and tips for people who usually prefer to work individually.

Tell students that in this class, besides focusing on making constructive choices based on sustainability, they could also exercise cooperation and social engagement. Invite students to give examples from the lesson of constructive choices, cooperation, and social engagement. Answer any questions if necessary.
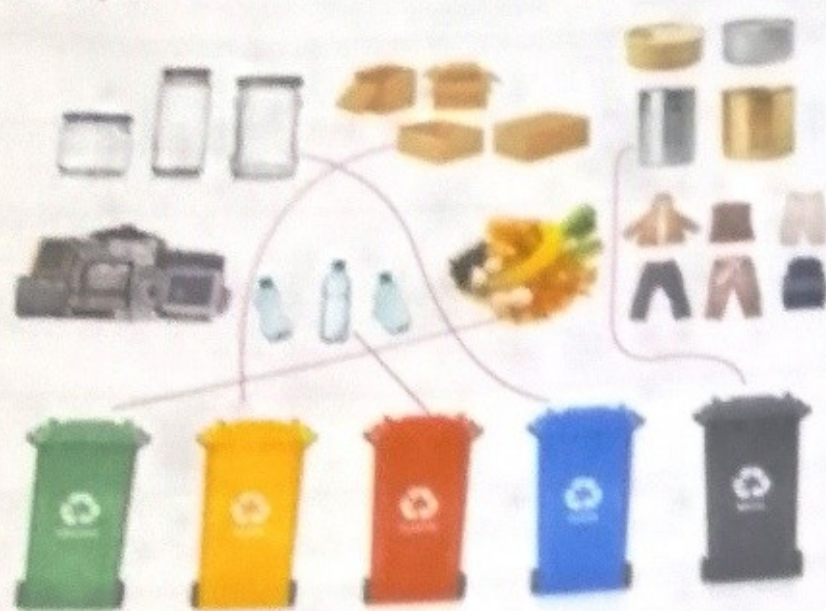
Ask students how they think that social engagement can be further developed. Elicit ideas of what the group could do to take the things they have discussed to other people at school, their family, and the community.

If students do not come up with any ideas, suggest making a campaign to raise people's awareness of the fact that we should not throw away clothes. This could be a short video, a presentation to students in other grades, posters with pictures and sentences informing about the final destination of clothes people throw away as well as suggestions of sustainable alternatives to recycling and upcycling clothes. Assign this follow-up as homework, pointing out students should think of ways of doing it as cooperatively as they can.

Answers

Activity 1

Suggested answers: Recycle – using a material again for the same or a different purpose, for example, a plastic bottle is turned into a vase, or after chemical processes, it is transformed into other plastic objects. Upcycle – recycling but when the new item becomes more valuable, for instance, an old CD transformed into a clock.

Activity 2

Activity 3

a) Clothes and electronic devices; b) Donate, swap, sell, use for cleaning, etc.

Activity 4

Suggested answers: DIY means "do it yourself," we use DIY projects to do something useful, using simple materials and simple techniques; you can recycle and upcycle objects you don't use anymore; it helps you to generate less garbage.

Activity 5

b

Activity 6

bleach; print; dark

Activity 7

Personal answers.

UNIT 4

Lesson 1

Contents
» Poster

Objectives
» Find specific information in a poster
» Ethical responsibility

Materials
» Student Handbook, pages 44–45

Class Plan

Beginning

Write "In my fridge, there's always ..." on the board and have students take turns completing the sentence.

Developing

Activity 1

Ask students if they think it's important to know where the food they consume comes from, and why.

Activity 3

If necessary, tell students that 1 mile equals 1.6 km. After students have read the definition, ask them how much of the food they eat they believe is produced locally and what actions, such as reading labels, for instance, they can take to be certain of that.

Activity 4

After checking students' answers, ask them to share their opinion about the visual aspects of the poster. Would it grab their attention if they came across it in a public place?

> **Tip**
>
> Massachusetts Grown ... and Fresher! is an initiative from the Massachusetts government to help the local population find farms, farmers markets, fairs, agritourist farms, and so on.

> **Tip**
>
> Before students start activity 5, ask them what strategy they usually apply when they do a reading activity like this. Do they read the text or the statements first? What do they do to help them focus on the information they need to find? Does the strategy they use apply to listening as well? Sharing and discussing strategies can help students understand that there are different ways of approaching a task successfully. Encourage them to listen to one another and try a strategy they have not used yet. Have them give you feedback at the end of the activity.

Activity 5

After students compare their answers and you check them, have them write one more statement for a classmate to decide whether it is true, false, or not mentioned.

> **Think Tank**
>
> If you feel students will benefit from researching the topic before engaging in this discussion, you may assign this as homework.

Activity 6

If you find it relevant, reinforce the idea that the context gives readers clues to make sense of unfamiliar vocabulary.

> **Fine-tuning**
>
> Fast-finishers may choose a different word in the poster and write two definitions to challenge their partners: a real definition and a fake one.

Activity 8

If students have not heard of any initiatives in their city that resemble the one in Massachusetts, have them research how something similar could be implemented in their community or city.

> **SEL: Ethical Responsibility**
>
> Carry out this discussion with the whole group. If students feel motivated to defend this cause, allow them some time to plan their action.

Ending

In small groups, have students talk about their favorite food.

Activity 4

a) numbers; b) are; c) publisher

Activity 5

a) F; b) T; c) NM; d) NM; e) T; f) F

Think Tank

Possible answer: imported food causes more carbon emissions through their transportation (trucks, trains, or planes).

Activity 6

a) crops: a plant grown for food, usually on a farm

b) harvesting: to collect the crops from the fields

c) warehouse: a big building where large amounts of goods are stored

d) wholehouse: selling in large quantities, especially to store owners

e) retail: selling small quantities directly to the final users

f) ripen: fruit or crops reaching their full size, ready to be eaten

Activity 7

Possible answers: the government is making an effort to increase the sales of local farmers' produce; to encourage the population to eat more healthily; and to stimulate attitudes that are environmentally-friendly.

STEAM PROJECT
Solar Oven Challenge | Part 1

Contents
» Solar energy
» Cardboard oven

Objectives
» Discuss possible solutions to create an efficient cardboard oven
» Think about how to design a cardboard oven with the materials available

Materials
» Student Handbook, pages 102-103

Class Plan

Beginning

Ask students to say all the different kinds of food appropriate for breakfast they can think of. Possible answers include different kinds of fruit, bread, toast, butter, cheese, pancakes, cereals, scrambled eggs, yoghurt, cake, etc. As they say the kinds of food, write them in two columns on the board: "cooked" and "not cooked items." When you have some items in both columns, ask them why they think you copied them in different lists. Write the questions "Can we cook using the heat of the sun?" and "What kinds of food may melt under the sun?" on the board and allow students some time to discuss and share their opinions.

Developing

Hypothesis and Plan

Invite students to open their books and look at the pictures of the solar oven and of the material they can use in this challenge. Explain that this is their constraint: they can use only this material to build their solar oven. Ask them what they think about this challenge and how easy or difficult they think it will be. Form small groups of three to four students, so everyone can fully participate and collaborate in the process of building the solar oven. Explain that you expect them to speak English throughout the process. Allow students some time to consider and review sentences and phrases they believe they might need. You can suggest some as well, such as "Here, let me try something!", "What do we do next?", and "What if we …".

Give students some time to analyze the image of the solar oven and material they have available, considering the relevance of the material they can use for this challenge. Possible answers: the aluminum foil reflects sunlight in the pizza box; the black paper absorbs the sunlight and turns it into heat; the clear plastic sleeve seals the opening of the pizza box, allowing the light to pass in and retaining the heat.

Ending

Encourage students to consider different aspects of the challenge and ask them to read and discuss the questions in this section. Ask them to predict what difficulties they might have to face in this challenge and to consider how they can overcome limitations in order to achieve their goal. If necessary, explain that this is a STEAM challenge and that you will step back a little. Also, as students will make a presentation at the end of the challenge, tell them to take a few photos at the different stages of the process.

Lesson 2

Contents

» Headlines
» Pros and cons
» Debate

Objectives

» Make inferences based on headlines
» Discuss the consequences of consuming local food
» Participate in a debate about locally grown food

Materials

» Student Handbook, pages 46–47, 166
» Students' notebook

Class Plan

Beginning

Write "Everything has two sides." on the board. Explain that you will say some actions and, in small groups, they must quickly think of pros and cons of doing them. They should tap on the desk when they have come up with both sides. Suggestions: watching TV, running, eating sweets, not travelling on a holiday.

Developing

Activity 1

Write "eating local" on the board and brainstorm pros and cons of eating more locally grown food. The ideas may be organized in a mind map.

Activity 2

Ask students what kind of text these are (headlines) and explain that they should decide whether they begin an article which presents more pros or more cons of

buying local food. As you check their answers, ask them to tell you which words helped them to make the appropriate inference.

Activity 3

Ask students if they have ever participated in or watched a debate, and what the topic was.

Activity 5

Explain that in order to have a well-balanced debate, it is important to have a similar number of students on both sides. Elicit some rules of debates. Ask them if there is a time limit for the presentation of ideas (yes), if you can interrupt the debate (no, not even if you strongly disagree with what the debater is saying), if there is a winner in a debate (yes) and what the main point of a debate is (to convince the opponents that what you are defending is right by using good arguments). Have students read the instructions and answer any questions they might have. Make it clear that since being able to defend a position requires good arguments and counterarguments, you will allow students some time to do research and get prepared.

Activity 6

Ask students to answer these questions individually first and then share their opinions with other classmates. Have a general feedback discussion on how the debate went.

Ending

Tell students to make small groups and imagine they own a locally grown food market. Ask them to create a name and a logo for their market.

Answers

Activity 2

a) C; b) C; c) C; d) P; e) P; f) P

STEAM PROJECT

Solar Oven Challenge | Part 2

Contents

» Solar energy
» Cardboard oven

Objectives

» Combine language, social, and engineering skills to design a cardboard oven
» Evaluate the project

Materials

» Student Handbook, pages 102-103
» A cardboard box
» A clear plastic sleeve
» Aluminum foil
» Black paper
» Scissors
» Duct tape
» Crackers, marshmallow, and chocolate bars for the s'mores
» A glue stick

Class Plan

Beginning

Divide students in the groups from the previous class. Ask them to think about and make a list of renewable energy sources (e.g. solar energy, wind energy, hydroelectric energy, biomass energy, etc.). They can compare their lists with the other groups and discuss the benefits of using renewable energy instead of fossil fuels.

Developing

Test

Focus students on the instructions in this section, ask them to gather all the material they need, and allow them enough time to build their solar oven. As they do so, walk around and ask about their work. Welcome any questions they might have, but do not give them any questions they might have. Instead, ask them what they have already answers. Instead, ask them what they have already done and what they have not tried yet. Also, encourage students to look at anything that does not work as they expect as something to be analyzed.

Evaluation

Ask students to walk around and look at the other groups' results. Have all the groups had the same results? If not, what might explain the fact that a group's s'mores have melted more than others? Allow them some time to talk to the other groups about the questions in this section.

Ending

Finally, invite students to go back to their own groups and consider if they need to change anything in the design of their solar oven. It could be the position of the lid or they might need more material, such as more aluminum foil to focus the heat on the inside. Ask them to decide what they will change to get even better results, and encourage them to discuss how they are going to implement the necessary changes.

UNIT 4

Lesson 3 | Part 1

Contents
» Fruits and vegetables
» Word stress

Objectives
» Identify some fruits and vegetables
» Practice word stress

Materials
» Student Handbook, page 48
» Audio track

Class Plan

Beginning
Remind students how to play 20 Questions and say you will play it with fruit and vegetables. Call a volunteer and ask them to think of the name of a fruit or vegetable. The other students will then ask yes-no questions to guess what it is. They may play it in pairs or trios.

Developing

Activity 1
Ask students to focus on the words they know and explain that they will hear the words soon.

> **Audio Script • Track 17**
>
> a) bell peppers; b) apples; c) asparagus; d) winter squashes; e) lettuce; f) tomatoes; g) pears; h) cabbages

Language Variation

The word **tomato** is pronounced differently in British and American English. In American English, it is pronounced /təˈmeɪtoʊ/ whereas in British English the pronunciation is /təˈmɑːtoʊ/. The song "Let's Call the Whole Thing Off" plays along with this and other differences in pronunciations in American and British English. It might be an interesting idea to suggest students listen to it as homework and take note of the words mentioned in the song.

Activity 2
Explain to students they should check the pictures that show root vegetables.

> **Audio Script • Track 18**
>
> beets, potatoes, radishes, turnips

Activity 4
Before playing the audio, ask students to tell you the names of three fruits and/or vegetables. Write the words on the board and draw their syllable stress representation squares. Ask them if they can figure out what they are and how they work. If you feel the group is ready for this, have them try to complete the table before listening to the pronunciation given.

> **Audio Script • Track 19**
>
> apple, artichoke, asparagus, beet, broccoli, cabbage, lettuce, pear, pepper, potato, radish, squash, tomato, turnip

Ending
Write the six following health benefits on the board. Have students look at the pictures of the six vegetables from activity 2 and match with their corresponding benefits. Check with the whole group.

› Protects against cancer = broccoli
› Helps bone health = potatoes
› Improves immunity = radishes
› Reduces inflammation = turnips
› Improves heart health = artichokes
› Supports brain health = beets

Answers

Activity 1

a) bell peppers; b) apples; c) asparagus; d) winter squashes; e) lettuce; f) tomatoes; g) pears; h) cabbages

Activity 2

b; d; e; f

Activity 4

■: beet, pear, squash

■□: apple, cabbage, lettuce, pepper, radish, turnip

□■□: potato, tomato

■□□: artichoke, broccoli

□■□□: asparagus

SPEAKING

UNIT 4 • Food Game

Contents
» Food

Objectives
» Review and expand the language content from unit 4
» Talk about food and food preferences

Materials
» Students Handbook, page 254
» Paper clips, beans or any small objects to serve as counters (one per student)
» Dices (one per pair of students)

Class Plan

Beginning
Review the name of food items by playing a category game. Write on the board "meat," "dessert," "other dishes," "fruit," "vegetables." Divide students into two groups. They have to think of as many names as possible for each category in 3 minutes. When time is up, invite students to share their answers. Write them on the board and check which group has most words.

Developing

Activity 1 – Preparation
Ask students to look at the board and think about the language they will need for interaction and to answer the questions in the game. Explain that they are going to play the game in pairs. Give students a few minutes only to look at the board.

Provide students with some useful language for interactions while playing the game. For example, "It's my/your turn.", "Oh, no, I missed a turn."

Activity 2 – Interaction
Divide students into pairs. One of the students should use their Student Handbook as the board. Give students dice and counters to be used in the game. The first student rolls the die and answer the question or prompt their counter lands. If there are two words, they should choose their favorite food between those options. If there is a picture, they should name the item and say if they like it or not. If there is **favorite (drink)**, they should name their favorite food item in that category. There are also some places that give them directions to **move forward**, **go back** some spaces, or **miss a turn**.

Students should take turns rolling the die and answering what is being asked. The student who reaches the finish line first is the winner. Walk around the classroom, monitor, and help them as needed. If time allows, they can switch pairs and play again.

Ending
Invite students to share their classmates' likes and dislikes about food they discovered during the game. Have them answer, for example, "What was the most surprising answer in your opinion?", "Are there any coincidences between you and your classmate's answers? Which ones?"

Answers

Activities 1 and 2 – Preparation and Interaction

Personal answers.

UNIT 4

Lesson 3 | Part 2

Contents
» Interview

Objectives
» Listen to a nutritionist talking about eating seasonally
» Listen for gist to understand the main theme of a talk
» Listen for specific information about a talk on the importance of eating seasonally

Materials
» Student Handbook, page 49
» Audio track

Class Plan

Beginning

Write the following paragraph on the board and have students complete it with the correct professional.

physician	nutritionist	cook	farmer

A _____ knows a lot about food and healthy eating. That's because _____ are people who are experts in food! They can help you decide what to eat, when to eat, and almost anything else about eating right.

KidsHealth from Nemours. "Word! Dietitian." Accessed March 10, 2020. https://kidshealth.org/en/kids/word-dietitian.html.

Developing

Activity 5

Ask students to read the statements first and then play the audio. If they ask you the meaning of **seasonally**, say you will play the audio a second time for them to infer its meaning.

Audio Script • Track 20

So today we'll be talking about why it's so important to eat seasonally. And when I talk about eating seasonally,

I mean eating the foods that are available in your local area at that time of year. When I talk seasonal, I'm talking about local foods, foods that are available in your climate right now.

Moran, Sarah. "Why Eat Seasonally?" YouTube. April 11, 2015. Accessed November 18, 2019. https://www.youtube.com/watch?v=BskjgstnNGw. Excerpts from 0:08 to 0:22 and 0:31 to 0:37.

> **Fine-tuning**
>
> When checking students' answers, play the specific part in the audio that refers to the statement being discussed. If you have some students whose listening comprehension is particularly good, ask them to assume control for doing this.

Activity 6

Before playing the audio, tell students to read the statements and discuss with a classmate whether or not they agree with each one.

Audio Script • Track 21

Another benefit to eating seasonally is that it helps you appreciate your food more and it helps you to not get bored with what you're eating. Because a lot of people, if they're not eating seasonally, they tend to eat the same things all throughout the year. And when you're eating the same stuff all the time, it can get really boring. But when you're eating seasonally, that is not gonna happen because you're eating what's available at that time of year and that is constantly shifting, um not only in the peak of the seasons, but in those transitionary periods between seasons. And so, as you start to eat seasonally, you really start to get a feel for this rhythm of what's growing when.

Moran, Sarah. "Why Eat Seasonally?" YouTube. April 11, 2015. Accessed November 18, 2019. https://www.youtube.com/watch?v=BskjgstnNGw. Excerpt from 3:55 to 4:35.

Activity 7

After checking students' answers, ask them if they have a favorite kind of food and how they enjoy eating it.

Activity 8

When checking students answers, make sure they are placing the stress on the right syllable.

Think Tank

If you feel students are interested in the topic, encourage them to design a poster as they did in unit 1.

Ending

Play Chinese Whispers. Divide students into groups and organize them into lines. Call one person from each group to come close to you so the other students cannot hear you. Say the following sentence: "Last night I ate cherries, apples, tomatoes, bananas and pears." These students go back to their groups and whisper it to the ear of the second person in line from their group. The second students repeat the sentence to the next students and so on. When the last students are reached, they must write it down on a paper. Congratulate the groups that got the sentence right.

For next lesson, ask students to bring a fruit or a vegetable from home. Kindly ask them to wash and cut it in small pieces and bring it in a container. Bring toothpicks for tasting.

Answers

Activity 5

b

Activity 6

a) 2; b) 3; c) 1; d) 4

Activity 7

a) F – Tomatoes are one of Sarah's favorite.

b) F – Her favorite food grows in summer.

c) T

d) F – Sarah gets tired of food at the end of the seasons.

e) T

Activity 8

b; c; d; e; f; g

Activity 9

Reason number 9, especially the last part "Smaller local farms, in contrast, often grow many different varieties to provide a longer season, an array of colors, and the best flavors."

UNIT 4 • Organic Sustainable Farming

Contents

» A documentary about an organic market project

Objectives

» Prepare to listen by thinking about the topic
» Learn about Community Supported Agriculture (CSA)
» Listen for general and specific information
» Reflect on the topic, relate to reality and give your own opinion

Materials

» Student's Handbook, page 234
» Audio track

Class Plan

Beginning

Draw three columns on the board and write: "trees," "bushes," and "underground" on the top line. Elicit some fruit and vegetables and ask where they grow. Write them under each corresponding column. Tell students to copy the chart in their notebooks and complete it with other fruits and vegetables.

Trees	Bushes	Underground
apple	strawberry	carrot
pear	pepper	potato

Developing

Activity 1

Have students open their books to page 233 and silently read the questions from the activity. Answer any questions about vocabulary. Pair students up and have them discuss their ideas.

Activity 2

Have students read the instructions and the sentences for the activity individually and check to see if they understand them. Point out that for each sentence there are three possible options for them to choose from. Tell students you will play the audio

twice: a first time for them to complete the activity and a second time to double-check their answers. Check the answers with the whole group and write them on the board.

Audio Script • Track 4.1

Frank: I've been studying sustainable farming systems for over 25 years. There are no real issues. We can solve all of them. There are really easy answers to grow food quality and with good environmental care.

Josje: CSA stands for Community Supported Agriculture. It means that a farmer starts growing food and growing food there's a lot of unknowns in there. You don't know, for whatever reason, if you're going to harvest all the things that you've planned to harvest, that you've started sowing months back.

So, the idea is that a group of people support the farmer, so the farmer knows he's got an outlet. Our optimum is to have 200 members. At the moment, we've got between 100 and 150. Every week, every Wednesday and Thursday, depending on where people live, we send them, we send them a box and they know that every week they're gonna get a box of healthy fresh foods that have been harvested just before they got them.

Happen Films. "Organic Sustainable Farming Is the Future of Agriculture – The Future of Food." YouTube. May 21, 2017. Accessed October 23, 2019. https://www.youtube.com/watch?v=hWkYtZxpQUo. Excerpt from 0:26 to 1:37.

Activity 3

Address students to the activity. Ask a volunteer to read the instruction and the sentences. Tell students you will play the audio twice: a first time for them to complete the activity and a second time to double-check their answers with the whole group and write them on the board.

Audio Script • Track 4.2

Josje: We think a mixed system is really important between plants and animals to keep the recycling and the cycling optimal, going and not having to buy in fertilizers or inputs.

Frank: You don't realize this, but this used to be a pastoral desert.

Josje: It was just grass.

Frank: Now, if that microphone is any good, then, right now, you hear and you hear many, many, many, many more birdsongs than you hear in a New Zealand native forest.

Happen Films. "Organic Sustainable Farming is the Future of Agriculture – The Future of Food." YouTube. May 21, 2017. Accessed October 23, 2019. https://www.youtube.com/watch?v=hWkYtZapQUo. Excerpts from 3:13 to 3:33 and from 3:41 to 3:53.

Activity 4

Arrange students into small groups and address them to the activity. Invite a volunteer to read the two questions and help with language if necessary. Allow groups enough time to discuss their opinions. After some time, open it to a whole class discussion.

Ending

Invite all the students to go to the board and draw a farm together. Remind students to include fruits, vegetables, and animals and label them. Congratulate students on their beautiful art and great team work. If possible, take a picture to show it in a parent's meeting.

Answers

Activity 1
Personal answers.

Activity 2
a) food quality and environmental care; b) a lot of; c) seasonal

Activity 3
a) T; b) F; c) T

Activity 4
Personal answers.

Solar Oven Challenge | Part 3

Contents
» Solar energy
» Cardboard oven

Objectives
» Retest their project
» Reevaluate the work

Materials
» Student Handbook, pages 102-103
» Students' cardboard oven
» Materials used in the last STEAM project class

Class Plan

Beginning

Re-Test

Since retesting is a very important step in STEAM challenges, encourage students to actually make another helping of s'mores. Repeating the process will allow them to apply the changes they have discussed and provide them with the opportunity to analyze and better understand what is necessary to build a device that keeps the heat in.

Developing

Final Evaluation

Ask students to sit with two other groups and talk about the items in this section.

Encourage students to go through each stage of the challenge and talk about what worked well and what they had more difficulty with. Invite them to talk about teamwork as well. You may use some of these questions to help them in their discussion:

› Were the materials and time allotted enough for the challenge you had?

› What was the most difficult thing for your group?

› What did you notice in the solar ovens that worked more effectively?

› What different things can you learn from a project like this?

› How could this STEAM challenge be used in a real-life situation?

› How well did your group work together?

› What tips can you give for effective teamwork?

› Considering the whole process, what can be different next time?

Ending

Tell students to summarize their discussion, saying what went well, what did not work as expected and their solutions for the challenge. Encourage them to make a list in their notebook with key words related to each item (successes, failures, solutions, and tips for next time) to help them in their presentation.
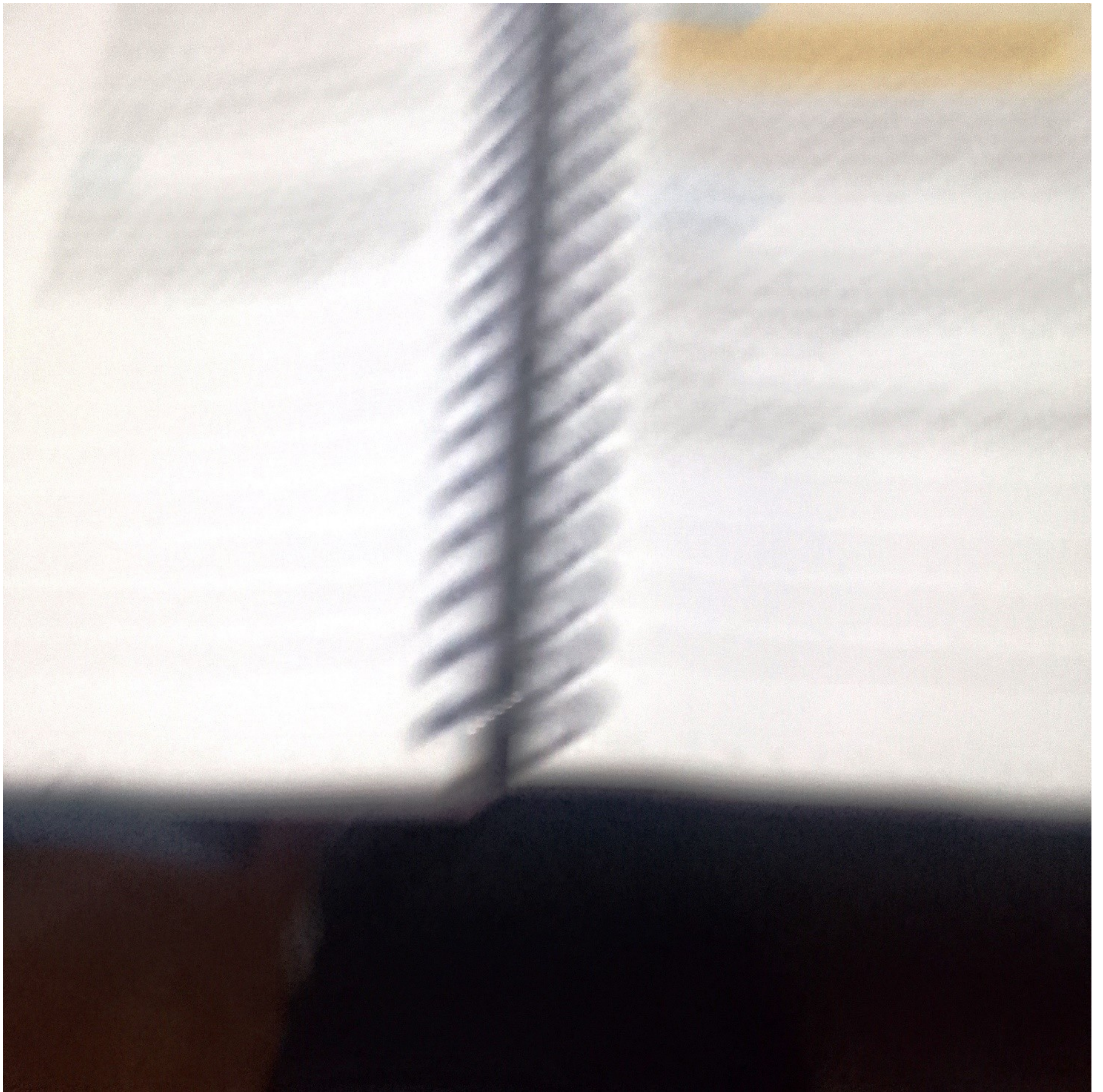
Lesson 4 | Part 2

Contents
» Local recipe
» **A**, **an**, **some**, and **any**

Objectives
» Write a local recipe
» Use **a**, **an**, **some**, and **any**

Materials
» Student Handbook, page 51

Class Plan

Beginning
Have students draw their favorite dish in their notebook. Collect the drawings and redistribute them randomly. Students have to walk around and find their dish by describing them.

Developing

Activity 7

When students finish completing this activity, have them create three more sentences to practice the use of **a**, **an**, **any**, and **some**. Encourage them to use the Grammar section as a reference.

Activity 8

If students do not know any local recipes, encourage them to do some research and/or ask their family and neighbors to give them a suggestion. It might be interesting if, besides taking a photo of the dish, they took pictures of some of the steps in the recipe. These could be put together as a collage and included in their local recipe book. Ask students to consider how they are going to organize their recipe book, who will be in charge of writing the introduction and how they are going to put all recipes together. They could create a digital version of the book as well as a physical copy, which could be made available in the school library.

Ending
Ask students what they think was important for them in this unit and what they would like to share with someone in their family and why. They could then write a short message to this person and send it using an instant messaging app.

Answers

Activity 6

a) a, an; b) some, any;
c) some, any

Activity 7

a) any; b) any; c) some;
d) a; e) an

GRAMMAR

UNIT 4 • Quantifiers: some, any, no, every

Contents
» Quantifiers: some, any, no, and every

Objectives
» Review and expand the grammar content from unit 4
» Practice using the quantifiers some, any, no, and every

Materials
» Student Handbook, page 219
» Pictures showing countable and uncountable nouns (at least one picture per student)
» A bag

Class Plan

Beginning
Put the pictures in a bag. Pass the bag to students and ask each one to pick up a picture. Organize them into pairs. Write the quantifiers "some," "any," "no," and "every" on the board. Ask them to write a short conversation (three to four lines) using the words given and at least three of the quantifiers. Set a time limit for the activity. When they finish, ask some pairs to act out their conversation to the classmates. If necessary, briefly review the quantifiers and their usage.

Developing

Activity 1

Ask students to look at the table. Answer any questions they might have. Students complete the table individually, then compare it in pairs. Check the activity with the whole group.

Activity 2

Have students look at the shopping list. They need to write sentences in the affirmative or negative form using **some** or **any**. Ask them to look at the example sentence and allow them some time to complete the activity individually. Check the activity with the whole group.

Activity 3

Instruct students to read the sentences and complete the gaps with **any** or **no**. When they finish, have them compare their answers in pairs. Ask some students to read their sentences aloud to check the activity.

Ending

Have students write their own shopping list or draw their own fridge with food items in it. Students take turns asking and answering about these food items. They can use the structure of the sentences in activity 3 to guide their conversation.

Answers

Activity 1

Quantifier/prefix	People	Things	Places
some-	someone somebody	something	somewhere
any-	anyone anybody	anything	anywhere
no-	no one nobody	nothing	nowhere
every-	everyone everybody	everything	everywhere

Activity 2

b) There aren't any potatoes.
c) There are some apples.
d) There are some onions.
e) There isn't any milk.
f) There isn't any juice.

Activity 3

a) any; b) no; c) no; d) no; e) any; f) any

Solar Oven Challenge | Part 4

Contents
- Solar energy
- Cardboard oven

Objectives
- Create a poster or a presentation to be displayed on a website
- Present the project to the class

Materials
- Student Handbook, pages 102-103
- Students' cardboard oven
- Computer lab or devices with internet access

Class Plan

Beginning

Using the notes and the photos they have taken throughout the challenge, students should create a poster or a presentation to be displayed on the school's website. You may assign the preparation of the presentation as homework, and then, on the big day, allow groups some time to get prepared before presenting their work to the whole group. Tell students that the presentation should include the following:

- explain the challenge.
- talk about the steps they followed for the construction of the solar oven and the difficulties they faced.
- inform the audience about the results in the test and retesting steps.
- say what they would want to try or change in a future test as well as tips they have for a future project.

Developing

Presentation

It is time for the presentations.

Groups take turns presenting their projects to the class, one at a time. Set a time limit. Make sure they cover every part of the list above.

Reinforce the idea that you expect students to use English in this presentation and elicit sentences they may use in each part of their presentation. After each group's presentation, encourage students to make comments, ask, and answer questions.

Ending

To wrap up, give students your feedback on the whole process and highlight any tips they have given that you feel are particularly worth remembering for next time.

UNIT 4 • Survey Time

Contents
» Food

Objectives
» Review and expand the language content from unit 4
» Talking about food
» Interview classmates
» Carry out a survey and present the results

Materials
» Student Handbook, pages 255-256
» A ball

Class Plan

Beginning

Ask students to stand up in a circle. Throw the ball to a student and say a sentence related to your food or cooking habits, e.g., "I can cook Chinese food," "I eat fruit and vegetables every day," etc. This student says a similar sentence and throws the ball to another student, and so on. Encourage students to say sentences as fast as possible. You can tell them they can say simple sentences. If students make some mistakes, do not correct them right away; the objective of this game is to develop fluency. You can, later on, answer any questions with the whole group writing accurate examples on the board.

Developing

Activity 1 – Preparation
Set up a time limit and ask students to complete the activity individually. Answer any questions they might have.

Activity 2 – Interaction
Tell students that they are going to conduct a survey by interviewing as many classmates as possible. They can count the answers using tally marks and then they have to write the number in the corresponding column (**yes** or **no**) for each question. Set up a time limit and invite students to walk around and interview each other.

Activity 3 – Interaction
Invite students to present their results to the classmates. They should say the number of students interviewed and the results found. Provide them with some useful language to present the results, if necessary (e.g., **5 to 10, the majority of students, few students,** etc.). If you run out of time, students can present the results in small groups.

Ending
Ask students about what they found easy or difficult about conducting the survey. Ask them if their findings actually reflect the profile of the students in their classroom.

Answers

Activities 1-3 – Preparation and Interaction

Personal answers.

UNIT 4 • Food from Brazilian Biomes 🧭

Contents

» Biome, ecosystem, and habitat
» Brazilian biomes
» Native fruit from the different Brazilian biomes

Objectives

» Define biome and related vocabulary
» Read an infographic about Brazilian biomes
» Classify native Brazilian fruit according to their biomes
» Describe food from different Brazilian biomes

Materials

» Student Handbook, pages 186-189
» Computer lab or devices with internet access
» A large Brazilian map (state and regions, optional)

Class Plan

Beginning

Write the words "habit," "biome," and "ecosystem" with their letters jumbled on the board. Ask students to unscramble the letters to form words. Elicit from the group what they know about each one.

Developing

Activity 1

Ask students to read the definitions. Instruct them to match the definitions with the words. Help them identify the keywords in each definition (e.g., **large region**, **interaction**, **lives in**). Give students the chance to check their answers in pairs before the correction with the whole group.

Activity 2

Elicit how many biomes there are in Brazil and what they are. It is okay if students use L1 to provide the answer. Tell them that most of the names will remain in Portuguese since these are unique to Brazil or South America. Students should work individually and then compare their answers in pairs, before the correction with the whole group. Ask them what piece of information surprised them most.

Activity 3

This activity aims to help students better understand what a **biome** is. They should use the context and grammatical information (part of speech) of the words to complete the paragraph. Students can work in pairs to help each other out.

Activity 4

For this activity, students can continue working in pairs to help each other out. Tell them to use their knowledge of the Brazilian states and regions. They will also benefit from a geographical sense of location. The map in the infographic can help. If necessary, show students a map of the country with its states and regions.

Activity 5

Have students notice the language used to explain the location. Do the first two items with the whole group to model out the activity. Allow them time to work individually. Then ask them to check in pairs before the correction.

Activity 6

Ask students to look at the picture and ask what it is used for. Explain that they can get the words from the underlined phrases in activity 5. If necessary, write the options on the board for them to complete the compass rose. Have them repeat the words after you. To practice these words more playfully, after the correction, ask students to point to the directions you say. Alternatively, say the name of a Brazilian state and have them point to the right direction.

Activity 7

This activity aims to clarify the form of the expressions seen before. Also, show them that the suffix **-ern** is added to the directions to form the adjective. If you run out of time, do this activity with the whole group.

Activity 8

Have students look at another set of chunks that will help them in the final activity. They have to identify possible uses of the passive voice to describe the culinary uses of the fruit. Write the form of the passive voice on the board: subject + verb **be** in the simple present + verb in the past participle. Help students find the first two examples. Allow them to work in pairs. Alternatively, if you run out of time, do the activity with the whole group.

Activity 9

Help students form groups and ask them to choose one fruit or vegetable from the list provided. They should do some research using cell phones, tablets, or computers to find the information requested. If possible, you can take students to the computer lab. They need to take notes to write a short paragraph in activity 10.

Activity 10

Encourage students to use the structures and vocabulary seen before, not to mention the scientific concepts. They should say, for instance, the biomes each item is from.

› **Pantanal** or **Cerrado**: castanha-de-baru, licuri, bacuri, jatobá, jenipapo, mangaba

› **Amazon**: guaraná, bacuri, cupuaçu, taperebá

› **Atlantic Forest**: guariroba

› **Caatinga**: mandacaru, xique-xique, cumaru

Extra Activity

Discuss the consequences of exploitation and destruction of a biome. Consider biological but also social and economic consequences. Have them discuss the question "What is the result of the extinction of a fruit, like the ones seen in this lesson?" Alternatively, students could choose some of the food items seen in the unit and suggest simple recipes using them.

Ending

Invite some students to read their paragraphs and talk about the item they research.

Answers

Activity 1
a) biome; b) ecosystem; c) habitat

Activity 2
a) F (Cerrado); b) T; c) F (Caatinga); d) F (Amazon); e) T; f) (Pampa)

Activity 3
a) characteristic; b) rainfall; c) amount; d) determine; e) adapt

Activity 4
a) Amazon, Cerrado, and Caatinga; b) Amazon; c) Cerrado; d) Atlantic Forest; e) Caatinga; f) Atlantic Forest

Activity 5
a) particularly in northern, northeastern, and central-western of Brazil b) in the northern states of Brazil (Acre, Amapá, Amazonas, Pará, Rondônia, Roraima, and Tocantins); c) in warm regions, such as the north and the central-west regions of Brazil; d) in the southeast of Brazil, e) to the interior of northeast Brazil; f) in the coastal regions of the south, southeast, and northeast of Brazil

Activity 6

North, Northeast, East, Southeast, South, Southwest, West, Northwest
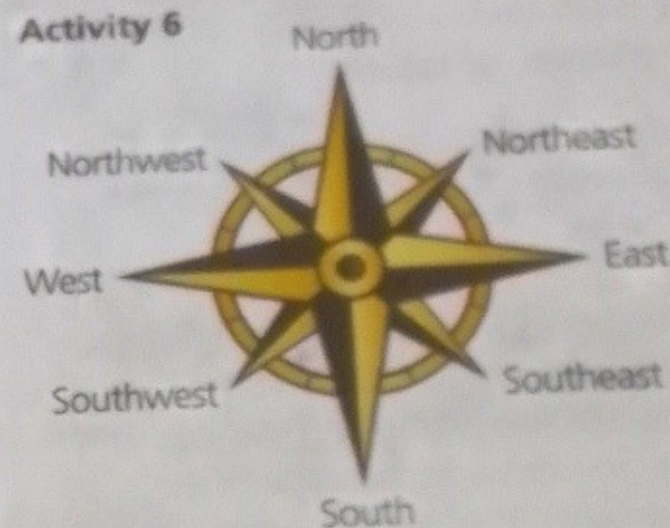
Activity 7
a) in; b) the; c) of; d) to

Activity 8
Possible answers:
It is used for [...].
It is typically processed and it can be used [...].
It can be used as [...].
The fruit can be prepared as [...].
It can be eaten raw [...].
It is commonly used for [...].

Activity 9
Personal answer.

Activity 10
Personal answer.

STEAM

UNIT 4 • Creating a Vegetable Garden

Contents
- Gardening
- Sustainability

Objectives
- Plan and create a vegetable garden
- Take notes on the process of vegetable growing

Materials
- Plastic bottles (cut at the bottom) or vases
- Different types of seeds (one vegetable per group of 4-5 students)
- Soil
- Organic fertilizer (optional)
- Pictures of different community vegetable gardens and vegetable gardens at schools
- Watering can and water
- Gardening tools
- Computers, cell phones, or tablets

Class Plan

In Advance

Before the class: Check with the school's administration if it is possible to grow a vegetable garden somewhere in the school. If it is not possible, you can use plastic bottles to make vases and grow some vegetables in the classroom or any other area at school. Anyhow, check with the school's administration first.

Beginning

Show students the pictures of community gardens. Ask them what these are and if they have participated in a community garden or school garden project. Let them share their experiences. If possible, ask them to identify the vegetables in the pictures.

Ask "What do you know about community gardens?" Explain to students that in many cities like New York, Vancouver, Austin, etc., **community gardens** are very common, and they are looked after everyone in the neighborhood. Their produce can be used by everyone.

Have students talk about the advantages and disadvantages of a community garden for some time and list them on the board.

Developing

Ask students what they think about growing some vegetables at school. Ask them how they think a school vegetable garden could be made, which items you would need. Write some of their ideas on the board. Encourage participation.

If it is possible to grow a vegetable garden, take students outside and assign each group an area of the garden to plant their seeds. Otherwise, you can have students plant some seeds in the plastic bottles or vases and place them in a sunny area in the classroom. Provide them with soil and gardening tools as necessary. Take this opportunity to teach them the vocabulary and encourage them to use English as much as possible during the interactions.

Ending

Explain to students they need to create a weekly journal to take notes about their vegetables and how they are growing. They should also make a schedule for watering their vegetables. Have them note that different vegetables would probably need different watering schedules. Monitor and help them during the process.

When vegetables grow, pick them and make a salad or other type of food to share with students.

GAME

The Giant Faucet

Contents
» Environment and sustainability

Objectives
» Raise awareness of the scarcity and value of water
» Reinforce the importance of saving water to ensure sustainability and reduce our direct water footprint
» Discuss and come up with ideas to help the environment and save water
» Exchange of ideas through interaction

Materials
» A giant water faucet made of cardboard paper (optional – you can draw it on the board instead)
» Poster paper cut out into the shape of drops (one per student)
» Markers
» Pieces of paper with save-water slogans written on them, e.g.: Conserve water, conserve life/Save water, and it will save you/Conserve water; every drop counts/ Don't flush our planet's most valuable resource/Water, water everywhere but not a drop to drink (divide students into at least three groups and give one slogan for each group)
» Sticky tape or reusable adhesive

Class Plan

Beginning

Start the class by telling students you are going to play a game called The Giant Faucet, but do not say anything about the game yet. Divide students into three groups (at least) and distribute a piece of paper with a water-save slogan for each one. Once the groups are formed, ask them to read aloud each slogan. Write on the board "Every Drop Counts: Save Water before It's Too Late." Ask students about what the game is about and allow them some time to share their ideas.

Encourage students to reflect on the statements and the slogans and ask them to think about water conservation. Ask two or three students to contribute with their ideas of how water scarcity can have a huge impact on our lives and how we can prevent this from happening. Talk to students about how water conservation is essential because it is a limited resource.

Developing

Glue the cardboard faucet on the board or draw one. Give each student a piece of paper shaped like water drops. Explain that each group will have 10 to 15 minutes to think of practical ideas to protect the environment by saving water at home, at school, in their own community, etc. Each student should write one thought and run to glue it on the board, next to the faucet. Explain that the sentence should be correct and intelligible. The first group that finishes is the winner. Explain that the ideas should be different from each other in their groups.

Some suggestions students can mention are:
› Collect rainwater to water your garden and plants.
› Fix household leaks.
› Take shorter showers.
› Turn off the faucet while brushing your teeth.
› Use water-saving toilets.
› Use less water when washing your bike

Ending

Have students read the ideas and number them in order of importance or priority. Say to students that "every drop counts" when we want to make a difference. Discuss with the whole group what steps can be taken immediately and how we can make a difference in the world, starting with ourselves. Tell students "The Giant Faucet" will be a symbol of the whole group working together and making a difference in protecting the environment by reducing water waste.

EXAM PRACTICE

Unit 3

Contents
» Content from unit 3

Objectives
» Assess what students have learned in unit 3
» Get students familiar with international exam formats

Materials
» Copies of the exam available at Iônica
» Audio track available at Iônica

Class Plan

In Advance

A few days before:
› download the exam from Iônica and have copies made;
› read the Exam Guidelines available at Iônica in order to familiarize yourself with the exam characteristics and be able to answer students' questions.

In the previous class:
› explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions;
› discuss test-taking strategies they can use during exams, like time management. Leaving difficult questions to the end is one example.

Beginning
Arrive before students and check if you have all the necessary materials to start the exam. Check if desk arrangements are adequate: they must discourage students' interaction as well as leave enough space for you to move around to help, if necessary. Remove any poster or other display that can offer answers to the exam questions.

Explain to students the test is divided into three parts: **Reading and Writing, Listening,** and **Speaking**. Hand the test out. Tell them to only open the question papers when you tell them to do so.

Developing
Tell students they will start the test. Ask them to, first, write their names and date on the front page of the test.

Reading and Writing
For this section, instruct students that if they need to talk to you, they should raise their hands and wait for you to approach them.

Listening
Before starting this section of the test, advise students that they will hear each part of the exam twice.

Speaking
Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave this section for a second class, if needed.

Ending
Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

SOCIAL - EMOTIONAL LEARNING

UNIT 4 • Fruits and Veggies

Contents
» Social-emotional learning: cultural and diversity awareness
» Self-management
» Social awareness

Objectives
» Control impulse
» Appreciate diversity

Materials
» Student Handbook, pages 275-276
» "Fruits and Veggies" video
» Colored cards: *white and beige* (same card); *brown and black* (same card); *red, pink, and purple* (same card); *yellow and orange* (same card); and *green and blue* (same card)
» A bag

Class Plan

Beginning

Explain to students you are going to set a time limit (e.g., 3 minutes), and they have to write down as many food items as possible. Turn on the stopwatch, and when time is up, ask students to compare their lists in pairs. Ask them how many fruits or vegetables they got and have volunteers name some.

Developing

Before watching the video

Activity 1

Form pairs or trios and say you are going to play a variation of the game Stop. Elicit the rules and say that instead of playing with letters, you are going to play with colors. Write the topics on the board: "fruits and vegetables," "sweets and junk food," and "other food items," and show students the cards with colors. Explain you have grouped some colors (e.g., white and beige) to give them more options when playing the game.

Have students look at the activity, read the rubrics, and look at the table. Put the cards in a bag and ask a volunteer to pick one and name the colors aloud. Tell them that they cannot say "stop" before 3 minutes and explain that this rule is to guarantee everyone

has enough time to think of different kinds of food. When 3 minutes are gone, tell students and, from then on, any pair or trio can shout "Stop!" When this happens, students may only finish the word they are writing and then put their pencils down.

In their pairs or trios, ask students to talk about how they feel about each kind of food in their "Stop" list. After some time, ask students if they like all, most, or a few of the food items they listed.

Explain to students they are going to watch another video by Amber and Nicholas. Ask them if they can guess the topic discussed in the video (food).

While watching the video

Video – Part 1 (0:00-1:06)

Activity 2

Ask students to read the options before playing the video and check if they are familiar with those types of videos. Explain if necessary. Play part 1 and have them choose the appropriate option. Check the activity with students. Ask them what a **reaction video** is and elicit the answer from some students.

Activity 3

Read the statements with students. They can try to complete the activity before you play part 1 again. When they are done, ask students to compare their answers in pairs. Check the activity by asking some students to share their answers. Ask them "How adventurous are you when you eat?" and invite them to talk about this in pairs.

Video – Part 2 (1:06-3:28)

Activity 4

Explain to students that Nicholas will go first and ask them who they think might have an advantage in this game and why (Amber because she said she's not a "picky eater."). Ask students to read the questions first and organize them into pairs. Play part 2 once and have them answer the questions. Play it again so that they can check their answers. Ask pairs if they had written any of the food Nicholas tried in their "Stop" list. If so, which ones.

Video – Part 3 (3:28-5:40)

Activity 5

Explain to students you are now going to play Amber's turn of tasting and reacting to fruit and vegetables she cannot see. Before you play, ask students to tell a

classmate if they think she is going to score lower or higher than Nicholas and why. Ask students to read the items and identify the type of information they need to get from the video. Play part 3 once, and have them complete the activity. Invite students to compare their answers in pairs. Ask them if their prediction about Amber's performance was right or wrong. Also, ask students if they had written any of the food Amber tried in their "Stop" list. If so, which ones.

Activity 6

Ask students to read each sentence. Organize them into pairs and instruct them to take turns explaining or guessing the meaning of each sentence. Invite some volunteers to say the meaning of the sentences. Then allow students time to do the activity. Play parts 1 and 2 again if necessary. Check students' answers collectively and ask them in what contexts they might use those sentences. Ask them to check the ones that are OK to be used with friends (informal contexts), but maybe a bit too strong in other contexts (formal). Talk about the importance of controlling our impulses and evaluating the context before we say something. Invite students to make these sentences more respectful and allow them some time to come up with some suggestions. For example, "I dont need to cheat." ("You can trust me!"), "Stop complaining." ("Is it this bad?"), "Easy to beat." ("Let me try to do better."), "Let's see if you really are smarty pants." ("You're really good."), "Let me see if I stand a chance."), "Yes, I rock!" ("I think I did really well.").

Video – Part 4 (5:40-6:39)

Activity 7

Explain to students you are going to play the last part of the video. Have them read the questions and ask students what they think Amber and Nicholas are going to say. Play part 4 and have them answer the questions. If you have time, they can compare their answers in pairs before the correction. Ask students to answer Amber's questions ("Do you like to eat fruit and vegetables?", "Which ones are your favorites?") orally and in small groups.

After watching the video

Activity 8

Start the activity by telling students about two or three things you have eaten from different regions in Brazil or other countries. Talk about your first reaction to them. Describe what it looked like and tell them if it was tasty.

Discuss with them how easy or difficult it is in your town or city to try food from different places.

Ask students to get together in small groups (four students) and discuss the questions suggested. While students talk, monitor and help as needed. Ask them if our taste for food may have something to do with how much we appreciate diversity. Encourage students to give their opinions and accept all answers. Ask them what other tastes, attitudes, and behaviors might show how much we appreciate diversity or not. Invite students to share their opinions.

Ending

Ask students to tell you what they have learned from this lesson. Invite students to give examples from the lesson of how they can "control impulse or language" and "appreciate diversity."

Also ask students what they believe was effective and interesting in the lesson and what they would like to discuss or learn further.

Answers

Activity 1

Suggested answers: cauliflower, potato, onion, garlic, banana, peach, cherries, grapes, strawberry, watermelon, tomatoes, radicchio, turnip, rhubarb, lemon, mango, pineapple, orange, pumpkin, corn, avocado, kiwi, broccoli, lettuce, pea; bread, pizza, muffin, onion rings, chips, milkshake, ice cream

Activity 2

b

Activity 3

a) F; b) T; c) T; d) F; e) T

Activity 4

a) five; b) three; c) cassava; d) blackberry

Activity 5

a) three; b) two; c) cashew; d) cranberry

Activity 6

a) N; b) N; c) A; d) A; e) N; f) A

Activity 7

a) She liked all, especially the cashew.

b) Nicholas liked the cassava, but he didn't like the eggplant.

Activity 8

Personal answers.

Songs and Feelings

Contents
» Songs and feelings
» Adjectives

Objectives
» Talk about how music brings out feelings and emotions
» Associate images (emojis) to feelings (adjectives)
» Develop respect regarding musical likes and dislikes

Materials
» A selection of various songs from different genres (that would bring out different feelings – 15 to 20 different pieces of one minute each)
» Pictures of emojis (alternatively, you can draw them on the board)
» Sheets of paper (one per student)
» Bilingual dictionaries (print or online – one per pair of students)
» Markers (optional)

Class Plan

Beginning
Write the following adjectives on the board: "calm," "groovy," "happy," "bored," "sad," "cool." Then show some emojis related to each feeling expressed by those adjectives or draw them on the board (out of order).

Ask students to match the adjectives (feelings) to the emojis. Instruct them to copy the emojis and feelings into their notebooks.

Ask students about the songs they like and how they make them feel. Have them share their experiences for some time.

Developing
Explain to students that you are going to play some parts of different songs, and they have to express how they feel by drawing an emoji. Tell them they can use the emojis from the beginning of the lesson as a guide. However, they can also draw any other emoji they like that better represents their feelings.

Give each student a sheet of paper and ask them to draw a grid and number the squares. The number of squares in the grid needs to match the number of pieces of songs you have.

Play the selection of songs (around one minute each song) at a time. As you do so, have students evaluate how they feel and draw an emoji.

When students are done, have them sit in pairs or small groups to share their tables of feelings. They have to write the corresponding adjective to that feeling. They can use a bilingual dictionary if needed.

Ending
Invite students to share how they felt listening to the different types of songs with the whole group. Write the following sentence on the board "I feel [energetic] when I listen to [rock] songs." Encourage them to use complete sentences and to share their feelings regarding those songs.

Ask students about their favorite songs and how they feel about them. Take this opportunity to talk to them about the importance of being respectful regarding likes and dislikes. Ask them how they would feel if someone laughed at them or make jokes about the songs they love. Encourage respectful behavior and a friendly atmosphere.

Tug of War

Contents

- Eating locally compared with eating globally

Objectives

- Develop critical thinking regarding food choices and environment
- Discuss food choices in relation to sustainability and global impact
- Present and defend arguments

Materials

- A piece of thread representing a rope
- Tape or masking tape
- Several sticky notes (at least one per student)
- Pencils or markers
- A picture of teens playing Tug of War

Class Plan

Beginning

Talk to students about the concepts of **eating locally** and **eating globally**. Write some ideas on the board if necessary. Allow time for students to share their background knowledge on the topic.

In order to develop students' critical thinking, ask them to think about the pros and cons of eating locally and eating globally. Tell them they are going to play a game called Tug of War. While playing this game, they will think of opposing viewpoints that will "pull" themselves to one side or another while discussing the topic.

Developing

Project or show a picture of people playing Tug of War so that students can better understand the concept of the game.

Fix the piece of thread or rope on the board or a wall. Ask students "Is it better to **eat locally** or **eat globally**? Why?" Encourage them to think of the advantages and disadvantages of both to come up with some arguments to support their opinions.

Divide students into two groups. One group should present arguments for **eating locally**, and the other, for **eating globally**. After organizing the groups, hand

out sticky notes (at least one per student) and encourage them to write their arguments to support their opinion. Every sticky note will represent for distinct students who can hand out extra sticky notes for the discussion or willing to participate more in the discussion.

Show students the piece of thread or rope. The two ends of it represent the two different viewpoints. Therefore, near one end, write "eating globally," and on the other end, write "eating locally." Once students write their arguments (it can be phrases or key words), they rush to stick them on the right side of the rope.

Some possible arguments are listed below. In fact, there are some key words that students can come up with. Encourage them to discuss their ideas in groups but monitor and help them as needed.

Eating locally

- Local food is **fresher** and **more nutritious**
- Food that is grown locally is **more ecologically sustainable**
- Local food **supports local farmers** and **strengthens the local economy**
- Local farmworkers leave a much **lighter environmental footprint**

Eating globally

- Food shipped from abroad may have a **smaller environmental impact** than food that is trucked and grown locally
- Growing locally is **not always feasible everywhere**, given the characteristics of an environment of a land.
- More **variety** of food.
- It can be **cheaper** than local.

You can find some other ideas at: https://ftd.li/9y97h and http://ftd.li/vov3rp.

When students run out of ideas or after a pre-established time, each group should look at all the sticky notes and prepare a short talk or presentation to support their arguments.

Ending

Ask students from both groups to debate the topic and present their arguments respectfully. Monitor and moderate the discussion. There will be no winners, but students are asked to discuss the topic respectfully and listen to the other group's ideas as well.

Lesson 1

Contents
» Fact files
» Chart
» **Can**: ability, permission, and possibility

Objectives
» Skim and identify main ideas in a fact file about languages around the world
» Use **can** to express ability, permission, and possibility

Materials
» Student Handbook, pages 54-55

Class Plan

Beginning

Organize students in four groups and write the following sentences on the board. Have them copy these sentences into their notebooks and check their abilities as a group. Wrap it up, asking students to share their numbers with the whole group and have an initial discussion about the languages they know.

› We can count in _____ languages.
› We can say "thank you" in _____ languages.

Developing

Activity 1

Focus students' attention on the images and have them talk in pairs about the connections they make. After some time, ask two or three volunteers to report their guesses to the whole group.

Activity 2

Allow students some time to check their predictions and have them comment on the information given in the text. Next, ask them if they were surprised by anything and why.

Activity 3

Before students start doing this activity, ask them if they need to understand all the words in the text to complete the chart and how helpful context may be. If you think it is relevant to the group, ask them to do item a only and correct it collectively, eliciting how they got the right answers. Then allow students time to complete the other items individually and then compare their answers.

Activity 4

Ask students if they have read texts like this before and what the main characteristic is (they contain key information on a topic).

Activity 5

After students have done the activity, ask them what other form of **cannot** could be used in b (the contraction **can't**).

Activity 6

After students have completed the rules, ask them to share their answers and create an example sentence for each item.

Activity 7

Ask students what they know about Garfield. If they do not know anything, give them the following hints and have them guess what they refer to: Garfield hates a day of the week (Monday), he loves a kind of food (lasagna), and he really likes a routine activity (sleeping). You may ask them to underline the appropriate answers in pairs.

Activity 8

Tell students to address to activity 6 in order to do this activity. Show them the example and insist that they respond to what their classmate says.

> **Think Tank**
>
> *In small groups, ask students to discuss this question and come up with two or more reasons to support their views. To wrap up, ask them if a society can exist without communication and how important communication is for them.*

Ending

Play Step-by-step race. Have students stand side by side facing you. Ask different questions, one at a time, and if students are able to perform that action in the question, they can take a step forward, otherwise they stay where they are. They can only take a step the size of their own foot. Suggested questions:

› Can you whistle?
› Can you ride a bike?
› Can you play a musical instrument?
› Can you cook?
› Can you speak another language?

Activity 3

a) IXóõ; It's a "clicking" language.

b) Rotokas, Papua New Guinea

c) Guugu Yimithirr; Native speakers use cardinal directions to reference "in front of" or "behind" themselves.

d) Spain; It's a whistling language.

Activity 4

a

Activity 5

a) possibility; b) ability; c) permission

Activity 6

a) subject + can + verb

b) subject + can + not + verb

c) can + subject + verb + ?

Activity 7

b; c

GRAMMAR

UNIT 5 • Can

Contents
» Modal **can**

Objectives
» Review and expand the grammar content from unit 5
» Practice using the modal **can**

Materials
» Student Handbook, pages 220-221
» Slips of paper with some objects (school stuff included) listed on them (one list per student – each list with three or five objects)

Class Plan

Beginning

Give each student a slip of paper with a list of on it. Invite students to walk around the classroom, asking their classmates permission to use or borrow the items on their list. For example, "Can I use your [eraser]?" "Yes you can."/"Sure, here it is."/"No, you can´t."/"I´m sorry, I don´t have one."

Remind students that one of the uses of **can** is to ask for permission or to request something. Use this opportunity to ask them about the other uses and give some examples.

Developing

Activity 1

Ask students to read the requests and the clues given in parentheses. They have to write the corresponding answer to each question. Allow students some time to do the activity and then correct it with the whole group.

Activity 2

Ask students to look at the pictures. Then they complete the sentences with **can** or **can't** according to the abilities shown. When they are done, ask them to compare their answers in pairs. Check the activity by asking some students.

Activity 3

Ask students to read the activities listed in the left column and note which of them were checked for each person (Louis or Anne). Based on the information in the table, students answer the questions about these children's abilities. When they are done, ask them to compare their answers in pairs. Check the activity with the whole group.

Ending

Have students write true sentences about their abilities, using **can** and **can't** and compare them in pairs. Then ask students about their classmate's abilities and have them share with the whole group. Encourage them to say, for example, "[Murilo] can surf, but I can't." or "I can't speak three languages, but [Maria] can."

Answers

Activity 1
a) Yes, you can.
b) Yes, she can.
c) No, you can't.
d) No, he can't
e) No, she can't.
f) Yes, I can.

Activity 2
a) can't; b) can; c) can't;
d) can

Activity 3
a) Louis can understand sign language, but Anne can't.
b) Yes, she can.
c) No, she can't.
d) Anne can dance, but Louis can't.
e) Yes, they can.
f) Yes, he can.

CLIL PROJECT

What English Do You Speak? | Part 1

Contents

» Variations of English

Objectives

» Promote awareness of variations in both English and the students' own language
» Complete the KWL chart for the project

Materials

» Student Handbook, pages 104–105

Class Plan

Beginning

Write the following words on the board: "language," "variation," "*lingua franca*," "accent," "spelling," "speakers," "owners." In small groups, students define the words they know. Ask if they need you to clarify any of the words and then call two volunteers to the front of the classroom. Ask them to stand with their backs to the board, and as you point to a word, the other students explain the meaning to the volunteers, who should say what word it is.

Developing

Activity 1

Ask students to look at the image and read the question in the title: "What English Do You Speak?"

Add "What [students' language] do you speak?" and ask students to answer and discuss the questions in the subtitle. If you find it necessary, ask them to consider whether they can point out any vocabulary or pronunciation that is characteristic of where they live. After they have had some time to discuss these, direct their attention to the aim of the project and ask them to highlight the driving words and phrases for their project: the video essay.

Ask students if they know what a **video essay** is, and if they do not, explain that it is a short video which combines snippets of other videos in order to communicate an idea. Reinforce the fact that their work will be about varieties of English and their own language.

Ending

Finally, write KWL on the board and explain to students that **K** stands for what they already know; **W** stands for what they want to know; and **L** what they have learned. Allow students time to take some individual notes on the KWL chart, explaining that the L column will only be completed after they have done their research.

Answers

Activity 1

Personal answers.

UNIT 5

Lesson 2 | Part 1

Contents
» Quiz

Objectives
» Make predictions about answers on an internet forum
» Read and take a quiz about English as a global language

Materials
» Student Handbook, pages 56-57
» Sticky notes

Class Plan

Beginning

Write "English is a global language" vertically on the board. Form two groups and challenge students to come up with a different word in English beginning with each letter in the sentence. The first group to finish shouts "stop."

Developing

Activity 1

Before students open their books, elicit what they know about the language and ask them questions without saying the options.

Activity 3

Ask students what makes English a global language and elicit who uses English for communication. Possible answers: native speakers, people who

speak English as a second or additional language, professionals from different nationalities in a seminar or congress, gamers, etc. If necessary, explain what is meant by the question "Who owns English?" and elicit different possible answers.

Activity 5

Point out that mistaking their for there and it's for its are common spelling mistakes. Take this opportunity to talk about other recurrent misspelled words.

Activity 6

After students talk about their opinions in pairs, have them share their opinion in a different way: ask them to write them down on a sticky note and stick them around the classroom so everyone else can read them.

Ending

Play Single Stop. Say a letter from the alphabet and give students one minute to write down as many words in English starting with that letter as possible. Follow the same procedure for different letters.

Answers

Activity 1
a) 54 countries
b) 85%
c) 750 million foreign language speakers and 375 million native speakers of English.
d) 80%
e) 50%
f) 21.84%
g) 30%

Activity 5
a) there > their
b) langauge > language
c) Its > It's

SPEAKING

UNIT 5 • Languages

Contents

» **Can** (abilities)
» Languages

Objectives

» Review and expand the language content from unit 5
» Practice using the modal **can** (abilities)
» Talk about languages
» Interview a classmate

Materials

» Student Handbook, pages 257-258

Class Plan

Beginning

Ask students to name some countries. List their ideas on the board. Then ask them to name the official language(s) spoken in each of these countries. Explain to students that some countries have more than one official language (e.g., South Africa: more than 11 official languages; Belgium: French, Dutch, German; India: Hindi [and English for official documents, but there are 22 different languages recognized by the Constitution of India]; Canada: English and French, etc.). You can tell students that, apart from the official language(s), there are many linguistic variations, and also other languages spoken in different countries.

Ask students if they can speak any other language apart from L1 and English. Encourage them to share their experiences.

Developing

Activity 1 – Preparation

Individually, students should write down as many languages as possible in 3 minutes.

Activity 2 – Interaction

Go through the questions with students and clarify any doubts they might have. Explain to them they are going to use the given questions to talk to a classmate about languages. Divide students into pairs and ask them to take turns asking and answering. Encourage them to add at least one question to keep the conversation going. Check that they understand what they have to do. While they talk, walk around the classroom, monitor, and help them as needed.

Activity 3 – Interaction

Instruct students that in the same pairs, they have to think about five items (books, movies, TV shows, games, or songs) they would recommend to their classmates to learn and practice English. Provide them with some useful language, if necessary, e.g., "I suggest/recommend ...," "A very good book is ...," "This song can help with pronunciation ...," etc.

Ending

Invite different students to provide some suggestions from activity 3 to their classmates. Ask them why they think their suggestions are useful. Along with students, you can create a list of suggested materials to be shared with them.

Answers

Activity 1 – Preparation

Suggested answers: English, Portuguese, Dutch, German, Spanish, Brazilian Sign Language (Libras), French, Italian, Russian, Finnish, etc.

Activity 2 – Interaction

a-f, h, k, m, n) Personal answers.

g) Brazilian Sign Language (Língua Brasileira de Sinais – Libras)

i) Suggested answer: It's a type of nonverbal communication in which postures, gestures, facial expressions, eye movements express meaning and are used to communicate.

j) You can tell students that slang is different depending on the region/country. Here are some from American English: what's up?, same here, my bad, no biggie (not a problem), bummer (a disappointment), sick/epic (cool), cheesy (silly), etc.

l) It's a tactile writing system invented by Louis Braille for blind people.

Activity 3 – Interaction

Personal answers.

UNIT 5

Lesson 2 | Part 2

Contents
» Mini-presentation

Objectives
» Discuss different aspects of communication
» Listen for the main ideas of a mini-presentation
» Prepare and deliver a mini-presentation.

Materials
» Student Handbook, page 57
» Audio track

Class Plan

Beginning

Ask each student to create one word and its meaning. Pair them up and have them draw or mime the meaning of their word for their pair to guess. Before starting the activity, model: "Dumtak" and then mime a basketball ball.

Developing

Activity 7

Have students read the sentences before playing the audio. After they have listened to it, have them share in pairs Andrea's answer to the question "Who owns English?"

Audio Script • Track 23

English is definitely the most influential language in the world today. It is the language of business, science, and education. But who does it belong to?

Some people would say the English, as they invented it. But English is an official language in 54 countries, so that's not true anymore. It is the international language. For example, in Sweden 85% of people can speak English! Don't they own English too?

The most important piece of information for me is that there are 750 million foreign language speakers of English compared to 375 million native speakers.

There are lots more of us than there are of them! So, does English belong to anyone? In my opinion, it belongs to anyone who can speak it. Thank you.

Activity 8

If you find it appropriate to the group, have students do the activity and number the steps before they listen to the audio again. Ask them to what extent, in their opinion, this kind of organization helps the communication of concepts and ideas.

Activity 9

Explain to students that although the presentation should be individual, they may prepare it in small groups. Give them some time to do the research and organize their ideas. Depending on students, it may be a good idea to have them practice and present in the next class. To ensure all students present their ideas, ask them to sit with classmates they did not work with during preparation and have them take turns presenting.

Ending

Make a list containing 15 words: some in English and some in other languages. Tell students to stand up if the word is in English and to remain seated if the word is in another language. Read the words quickly so they have to think fast.

Answers

Activity 7

a; b; c

Activity 8

a) 4; b) 3; c) 5; d) 2; e) 1

CLIL PROJECT

What English Do You Speak? | Part 2

Contents
» Variations of English

Objectives
» Complete the KWL chart for the project
» Watch different videos about different variants in English and the students' own language
» Do online research to collect information about variations

Materials
» Student Handbook, pages 104-105
» Students' KWL notes
» Computer lab or devices with internet access

Class Plan

Beginning

Activity 2

Ask students to share their KWL notes with a classmate and then complete their charts, adding information about the question in this activity.

Developing

Activity 3

Explain that students will be working in small groups. You might like to take this chance to ask them how they would like to decide who will be in which group. If you find it relevant, encourage students to try new groups as this will allow them to work on their teamwork skills. Once the groups have been defined, brainstorm with the whole group the subtopics they might work on. They might work either on English or their own language variations, and the focus could be on accent, vocabulary, or grammar features.

Once students have chosen their subtopic, instruct them to find videos which will show people speaking the language they have chosen in different ways and to pay attention to the subtopic they have selected.

If you find it relevant for the group, elicit the search words and phrases they may use to find this information.

If necessary, you can point students to the following videos. From these, they will certainly find others with similar topics:

› "English Variations (Part 1)": The focus is on vocabulary and the speakers are from Malaysia, Australia, USA, and UK: http://ftd.li/e4hvux.

› "English Variations (Part 3)": The focus is on vocabulary and the speakers are from India, Malaysia, and UK: http://ftd.li/2tqzdv.

Ending

Students can use the rest of the class to finish the research.

Answers

Activity 2

Possible answer: language varieties refer to specific characteristics of a language, such as vocabulary, grammar features, and pronunciation, depending on social, regional, or even situational contexts. Language varieties are different ways people use the same language and one variety is not better or more correct than another. Accents refer to the way people from a particular place pronounce words.

UNIT 5

Lesson 3 | Part 1

Contents
» Shop signs
» Interview

Objectives
» Listen for specific ideas in an interview

Materials
» Student Handbook, page 58
» Audio track

Class Plan

Beginning

Write "English," "Italian," "Portuguese," "Spanish," and "Japanese" on the board. Form groups of six to eight students and have them take turns saying words or phrases they know in those languages. After some time, challenge the groups to come up with sentences that mix two or three of those languages.

Developing

Activity 1

Before having students open their books, elicit the names of shops and buildings in your city, if applicable, that have a foreign name. Ask them why they think it is not uncommon for shops and products to have foreign names and why they think this happens. Then ask students to look at the images illustrating this activity and identify the languages on the shop sign. You may have them ask you questions to try to find out where the shop is.

Activity 2

Allow students time to explore the signs and identify the use of English in them. Take this opportunity to talk about the presence of English in our daily lives and ask them to make a list of words in this language that we use in our daily routine.

Activity 3

Before playing the audio, ask students to talk about some of the pictures they have taken and which of them they like the best. Ask them to read the question in the instruction and play the audio once.

Audio Script • Track 24

Interviewer: How long have you been a member of the group?

Interviewee: It must be a couple of years now, four at least.

Interviewer: Where do you usually take photos for the group? What kinds of photos do you take?

Interviewee: I take them wherever I go. I used to live in Italy, so I took a lot there, but now I live in Germany. But I take them pretty much anywhere I go: stores signs, restaurant menus. My favorites are those from graffiti and street art. I avoid taking pictures of mistakes or bad use of English. Our group is about finding interesting uses of English in the world, not about pointing out other people's mistakes. Sometimes they photos and share them in our group. Sometimes they are funny and sometimes they are interesting.

Interviewer: What do you use to take photos?

Interviewee: Smartphone! It's much easier and faster.

Interviewer: What do you like most about the group?

Interviewee: It's amazing to see pictures from all across the world, especially when people explain the background behind why it is interesting or funny.

Interviewer: Have you learnt anything about language through taking photos for the group?

Interviewee: From the posts of other members, for sure. You are exposed to other languages and cultures, so you learn about them. Sometimes you even learn something in Spanish, Turkish, or so, because the joke is related to another language and the person who is posting gives an explanation comparing English and their own language.

Interviewer: Have you had any interesting experiences?

Interviewee: Sometimes I'm late because I just had to get a photo! Or I even stop in the middle of a very crowded street and get bumped by a passerby! It can become addictive. You just see the perfect example of linguistic landscape and you have to go and get it – I can't help myself!

Interviewer: Can you tell us about a memorable photo?

Interviewee: The first time I went to London I saw a sign that said "Put down that map and get ... wonderfully lost." I remember it because I was so happy about being in London for the first time, and I had just bought a map to see the city. The weather was wonderful, and I sat next to the sign and felt great! And of course, I got lost that day, but that's another story.

Source: Map of the Urban Linguistic Landscape. "MULLing with MCoimbra." July 13, 2015. Accessed November 18, 2019. https:// murbll.wordpress.com/

Activity 4

Ask students to read the questions silently and then play the audio again.

Fine-tuning

If you see that some students did not manage to answer all the questions, play the audio a third time. To cater for students who already got the answers, instruct them to note down two or more details about the interviewee's photos.

Ending

Have students create signs for their classroom. Allow them to use their imagination as long as the signs are respectful and related to their class context.

Answers

Activity 1

Shopping is an English word. The other words are a mixture of Portuguese and Spanish. The photo was taken in Ponta Porã, on the border between Brazil and Paraguay.

Activity 2

Possible answers: to be fashionable; to refer to something that doesn't have a word in the first language; to create an unusual and eye-catching product name (Chiz Balls);

to allow tourists who don't speak the local language to read important information.

Activity 3

Interesting uses of English everywhere she goes.

Activity 4

a) At least four years.

b) Anywhere she is.

c) A smartphone.

d) Because she had to get a photo.

e) London.

f) Seeing photos from other cultures.

UNIT 5 • Clicking with Xhosa

Contents
» An internet show about a language with clicking sounds

Objectives
» Become aware of the sounds of Xhosa, a language from South Africa
» Demonstrate comprehension of general and specific information
» Talk about the listening experience
» Reflect on your own language and give an opinion

Materials
» Student Handbook, pages 235-236
» Audio track

Class Plan

Beginning

Explain to students they will have a competition to see which group knows most words in other languages besides Portuguese and English. Organize students into groups and give them some time to brainstorm and write down the words they can think of. When the time is over, ask one student from each group to read their words out loud and count. The group with the most words wins.

Developing

Activity 1

Have students open their books to page 235 and explore the images. Ask a volunteer to read the questions in the activity and help with language if necessary. Pair students up and have them discuss these questions for a few minutes and then invite a few students to share interesting information with the whole group.

Activity 2

Address students to the activity. Go over the instructions and the sentences.

Tell students you will play the audio once for them to complete the activity and a second time to double check their answers.

Play the audio twice and then check with the whole group. Write the answers on the board.

Activity 3

Tell students to read the instructions and the three sentences in the activity individually. Tell students you will play the audio one more time for them to complete the activity. If necessary, play a second time. Check the answers with the whole group and write them on the board.

Audio Script • Track 5.1

Link: Good mythical morning!
Rhett: Did you know there are over 7,000 languages spoken on Earth today?
Link: Can't say that I did.
Rhett: And probably a lot more spoken in the universe by other beings …
Link: Ohhh …
Rhett: … but we're not gonna get into alien languages this episode.
Link: Cheek nork. Fleep.
Rhett: Cheek nork. I like that.
Link: Cheek nork.
Rhett: Cheek nork. What galaxy is that from?
Link: Andromeda.
Rhett: Anyway, there are 7,000 languages spoken on this planet and over 6,000 of them are spoken by under 100,000 people, which basically means that you, watching this, probably don't know nor have ever heard of most of the languages spoken.
Link: Let us take you through these. I wanna start in South Africa. This is an official language. Under 8 million people speak it. That's not many people.
Rhett: It's a lot of people in one sense, but not in another sense.
Link: But not in a language sense. This language is called Xhosa.
Rhett: What?
Link: Xhosa.
Rhett: Xhosa?
Link: Like "hosa" with an **x** in front of it. It's got all the vowels and consonant sounds that we know and love, but they add in some cool three click sounds.
Rhett: Oh, I like clicking.
Link: This is what it sounds like conversationally.
Rhett: I think something's just happening with the microphone. Either something's going wrong with the microphone, or there's somebody off-camera going …
Link: No, there's somebody like hitting something. No, that's coming from this guy's mouth.
Rhett: That's amazing!

Link: The **x**, **c**, and **q** sounds are different clicks, and here's a little clip of an instructional video because I wanna teach you. And along the way, we are gonna learn some of each of these languages. Learn with us.

Rhett: You will be able to speak new languages after watching today.

Link: So, here are the three clicks.

Rhett: Guaranteed.

Instructional video: The three clicks are **x**, which is, you know (click), or the **c**, which is pronounced (hissing click), and the **q**, which is pronounced (deep click).

Rhett: The **q** ...?

Link: So the **t** is (hissing click) or the **c** is (hissing click), and the **x** is (average clicking), but then the **q** is the ...

Rhett: It made like a thudding noise.

Link: (clicking)

Rhett: What?

Link: Can you do that?

Rhett: But there was more than that, there was a ...

Link: He did ... (clicking)

Rhett: (clicking)

Link: It's somewhere in there.

Rhett: Yeah, just like that, guys.

Link: All right, I'm gonna teach you a phrase. Ee (deep click) eeyah.

Rhett: Ee (deep click) eeyah.

Link: It's actually "ira." Ee (deep click) eerah.

Rhett: Ee, ee, ee (deep click) eerah.

Link: Lind ley lah.

Rhett: Lind ley lah.

Link: Lin (deep click) oh.

Rhett: Lin (deep click) oh.

Link: Nnyen (deep click) oh.

Rhett: Ung (deep click) oh.

Link and Rhett: (clicking)

Link: No.

Link and Rhett: (clicking)

Rhett: It's like two fish have just met.

Link: And then the last word is "ngq (deep click) thwane."

Rhett: Ngq (deep click) thwane.

Link: And if you're able to put all that together, you will be saying "the witch doctor, the road's witch doctor is the knocking beetle."

Rhett: It doesn't make any sense.

Link: Well, if ...

Rhett: The road's ...

Link: The road's witch doctor is the knocking beetle. It makes perfect sense. I mean, you can, you ...

Rhett: That's the sentence they use or is that something you just made up?

Link: Yeah. Well, a little bit of both.

Rhett: Ok, you just learned a new language. How does that feel?

Link: You don't wanna know what the road's witch doctor's name is?

Rhett: Oh, what is his name?

Link: The knocking beetle.

Rhett: Oh.

Good Mythical Morning. "5 Strange Languages Still Spoken Today." YouTube. May 26, 2015. Accessed October 23, 2019. https://www.youtube.com/watch?v=YXDbcOKEHfc. Excerpt from 0:14 to 3:43.

Activity 4

Arrange students into small groups and address them to the activity. Invite a volunteer to read the questions and help with language if necessary. Allow groups enough time to discuss their opinions. After some time, open it to a whole class discussion.

Ending

Write the following tongue twisters on the board and have students practice saying them as quickly as possible:

› She sells seashells by the seashore.

› I scream, you scream, we all scream for ice cream.

› I thought a thought, but the thought I thought wasn't the thought I thought I thought.

Answers

Activity 1

Personal answers.

Activity 2

a) F; b) T;
c) T; d) F

Activity 3

a) 7,000; b) less; c) 8;
d) different from one another

Activity 4

Personal answers.

Lesson 3 | Part 2

Contents

» Words with more than one meaning
» Create a photography group

Objectives

» Recognizing some words that have more than one meaning
» The sounds /oʊ/ and /ɔɪ/

Materials

» Student Handbook, page 59
» Audio track

Class Plan

Beginning

Write the following questions on the board and have students answer in pairs:

› Do you have a fan in your room?

› Who are you a fan of?

Developing

Activity 5

Instruct students to read the Tip box and elicit words in their language that have more than one meaning. Ask them if they always need a dictionary and to what extent paying attention to context allows them to know the appropriate meaning.

Activity 7

Extra Activity

Ask students to create and present a mini-dialogue using some of the words in activity 7. To make it more fun, ask them to choose one of the following contexts: a love or horror story, an interview, or a guessing game.

Activity 8

Audio Script • Track 25

a) post /poust/; b) point /pɔɪnt/

Activity 9

Before students listen to the words, have them predict the appropriate sound by reading them aloud in pairs or trios.

Audio Script • Track 26

annoy coast destroy employ ghost host joint joy most toast

Activity 10

Remind students that the woman interviewed in activity 3 participated in a photography group called Map of the Urban Linguistic Landscape and ask them what they remember about the kind of photos she took. Tell students that they can do something similar or think of other topics they find interesting.

Tip

Talk to students about some of the things to be considered before sharing their pictures online: asking for permission if anyone or a local business is portrayed in the picture, not being disrespectful, and, last but not least, being careful about security and privacy.

Activity 12

Assign this activity as homework and start the next class with students showing their photos.

Ending

Have students remain in their groups and talk about their favorite picture of themselves. If possible, allow them to show the pictures. They should say why it is their favorite picture and where they were when the picture was taken.

Answers

Activity 5

a

Activity 6

a) almost; b) updates on social media; c) photograph

Activity 7

a) fan; b) season; c) point; d) fly; e) fan; f) season; g) point; h) fly

Activity 9

a) coast, ghost, host, most, toast
b) annoy, destroy, employ, joint, joy

CLIL PROJECT

What English Do You Speak? | Part 3

Contents
- Variations of English

Objectives
- Create the script for a video essay
- Create and edit the essay video

Materials
- Student Handbook, pages 104-105
- Students' videos
- Computer lab or devices with internet access

Class Plan

Beginning

Activity 4

Make it clear to students that they will compile some of the videos they have watched and instruct them to use an online video making and editing tool. Here are some suggestions. It is important to check if the tool they choose is free of charge or paid.

- http://fhd.li/64j4qn

- http://fhd.li/qo2v4

When students videos have been compiled, ask them to share their work in class and comment on their findings.

Developing

Activity 5

Since students are working on the selection of parts of different videos, it is important that they create a script and include short texts that will help the viewers understand the main points the group wants to communicate. This script should be written even if students don't edit the videos. If this is the case, explain that they may read it as they show the snippets. Writing the script may be assigned for homework.

Activity 6

As students get their feedback on the scripts they have written, clarify any doubts they might have and tell them to start producing their video.

Ending

Students then use the rest of the class to produce and edit their essay videos. Help them with the online tools and any doubt.

Fine-tuning

If students feel that editing the video in order to create a video essay will demand too much time or expertise from them, suggest they select the chunks they want from each video and present them in a coherent order.

Lesson 4 | Part 1

Contents

» Quote
» Mistakes

Objectives

» Read and reflect on a quote
» Think about mistakes

Materials

» Student Handbook, page 60

Class Plan

Beginning

Ask students to form two concentric circles and show the photos they took to the person in front of them. Allow them enough time to mention where they took it and why they think English is used in it. Then turn off the lights or clap your hands.

At your signal, the outer circle moves in one direction and the inner circle in another. Continue until students have talked about their photos to three or four classmates.

Think Tank

Instruct students to read the quote silently and underline anything that they find interesting. In small groups, they can share what they have underlined and discuss whether they agree with it. Encourage them to explain their points of view.

Developing

Activity 1

Before talking about their own experience, ask students if any of them remember a movie or episode in a series in which someone makes a mistake. Ask them to talk about the character's mistake by answering the questions in this activity.

SEL: Recognizing Mistakes

If you feel comfortable, share the story of a mistake you made and how it helped you to learn something new. In small groups, students may talk about their experience of admitting to a mistake and how they felt about it.

Activity 3

After you check students answers, ask them if they think that the quote they read in Think Tank box may also apply to language learning and, if so, in what way. Talk to them about how they feel when they make a mistake in English and what kind of feedback they believe is most useful for them.

Activity 4

If necessary, explain that one of the reasons we make a language mistake is the fact that we are experimenting with language and the feedback we get, from peers or from the teacher, allows us to think about the use of English.

Ending

Teach students expressions on how to accept apologies such as:

› It's ok. I understand.

› Don't worry about it. It happens.

› I know how you feel.

› Apology accepted.

› I hope you learn from your mistake.

› Don't do it again, please.

› Be more careful next time.

Answers

Activity 3

a) I love to listen to music.

b) How do you say this in English?

c) The man works in a shop.

d) I was very bored.

e) She loves movies.

UNIT 5 • Creating New Words

Contents
» Language learning

Objectives
» Review and expand the language content from unit 5
» Talking about the meaning of words and strategies to learn new vocabulary

Materials
» Student Handbook, page 259
» Dictionaries (print or online – it should be possible to present or project a word)
» Pieces of paper
» Computer lab or devices with internet access

Class Plan

Beginning
Start the class by asking students if and how often they use dictionaries (in English or L1). Also, ask them if they know the meaning of the elements of a word described in an entry. List some of their ideas on the board. Show them a dictionary (print or projected). Ask a student to say a word in English. Look it up in the dictionary and write on the board the following items: "entry word," "pronunciation," "part or the speech," "definition," and "sample sentence(s)." Have them identify these elements in the entry you looked up together. If time allows and if possible, have them search for other words using their cell phones or tablets.

Developing

Activity 1 – Preparation
Explain to students that they were invited to participate in the creation of new words to be included in a new English language dictionary. Therefore they need to write a complete dictionary entry for those words. Invite them to use their imagination but also their knowledge about English to come up with the words. If you think students are going to struggle to create the words, they can complete this activity in pairs.

Activity 2 – Interaction
Divide students into pairs and tell them that they are going to share their new words and let their classmate guess the meaning. Then they should say why and how they created those words. If students completed activity 1 in pairs, they could join other pairs or switch pairs to talk.

Activity 3 – Interaction
Ask students to talk about the strategies they use to find the meaning of new words. They should think of suggestion of paper dictionaries, online dictionaries, websites, and/or online channels. Check that they understand what they have to do and allow them some minutes to do the activity. Walk around the classroom, monitor, and help them as needed.

Ending
Play What's the Word? One student chooses a word and writes it on a piece of paper. Then they should explain the word to their classmate (if played in pairs) or to the group without saying the word itself. Their classmate(s) needs to guess what word is that. They can ask **yes-no** questions.

Answers

Activity 1 – Preparation

Personal answers.

Activity 2 – Interaction

Personal answers.

Activity 3 – Interaction

Personal answers. Suggested answers: look it up in an online/printed dictionary, note the context in texts, search the web, look up for pictures, etc.

Lesson 4 | Part 2

Contents
» E-mail

Objectives
» Write an informal e-mail about learning English
» Self-awareness

Materials
» Student Handbook, page 61
» Pieces of paper

Class Plan

Beginning

In small groups, students brainstorm and write a list of all the means of communication they know. Help by pointing out a few such as TV, telephone, and letters. Give them 2 minutes and then compare their lists. If none of the groups included e-mail, write it on the board and elicit how e-mails are used.

Developing

Activity 6

As students finish comparing their answers, instruct them to move on to activity 7. If you think this will be helpful, tell them there are eight mistakes in the student's message.

Activity 10

Ask students to write their names on a small piece of paper and fold it. Have each one draw a name and keep it secret. If you have more than one class at school, it might be interesting to have them write

their e-mails to someone in the other group. Before students start writing their e-mail, ask them to read the information given in Tip box.

Activity 11

Allow students time to write their e-mail in class and walk around, giving students any necessary support. As they finish, encourage them to show their texts to a classmate who is not the person they are writing to and to give each other feedback before sending them to you. After your feedback, students should write a final version of their e-mail and send it to the person they wrote it for.

Ending

Form groups of four and ask students to share what they liked best about this unit and what they would add to it.

Answers

Activity 5

Hi Michelle.

I am **studying** English now! I really **like** it and my teacher is very nice. The other students **are** nice, too. I think my English is already **better** and I am **going** to improve more. My friend Paula is studying with **me** and I always sit with **her**, which is helping me. Tell me about your experience **learning** English!

Speak soon!

Laura xoxo

Activity 7

a) 1; b) 2; c) 1; d) 2; e) 2

Activity 8

a; c

Activity 9

a) Hi Michelle; b) Speak soon!; c) xoxo

CLIL PROJECT

What English Do You Speak? | Part 4

Contents

» Variations of English

Objectives

» Have a class discussion about the essay videos produced
» Give constructed feedback

Materials

» Student Handbook, pages 104-105
» Students' essay videos

Class Plan

Beginning

Activity 7

Encourage students to ask their classmates questions about their videos and to give constructive feedback on their work, making comments on what surprised them. After all video essays have been shown, allow students some time to go back to their KWL chart and take notes on what they learned about language variations and accents.

Developing

Ask students to have a discussion about the similarities and differences they noticed in the different videos and scripts. In addition, discuss students' impression of the project as a whole and ask them what they learned by doing their video research and watching their classmates' work. Encourage them to discuss the questions in this section by giving examples and justifying their opinions. The last question, "What were your conclusions after watching all the videos?", may be answered first in pairs, then in groups of four, and finally with the whole group.

Ending

To wrap up, ask some volunteers to comment on how their experience throughout the process of engaging in this project enabled them to reflect on the importance of respecting language variations and accents.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

UNIT 5 • Improving the Level of English in Brazil 🔲

Contents

» Calculation of proportions
» English proficiency in Brazil (figures)
» Problem-solving situation

Objectives

» Understand and practice the concept of direct proportionality
» Discover the constant of proportionality
» Suggest ideas to improve English language proficiency levels

Materials

» Student Handbook, pages 190-192

Class Plan

Beginning

Activity 1

The objective of this activity is to set out the context of the lesson and make students aware of the profile of the English-speaking population in Brazil. Ask students to read the graph and discuss the questions in pairs. Alternatively, you can have an open discussion with the whole group.

Ask a volunteer to read the concept of **proportion**, in the box, aloud. Clarify it to students if necessary. An example will be provided in activity 2.

Developing

Activity 2

This activity focuses on exemplifying the concept of **direct proportion**. The table shows how many hours of English studying are necessary to advance on proficiency scale. Ask students "Do you think we need to study a lot to advance a level in a foreign language?", "How many hours a week do you study English?" Encourage their participation. Have them talk in pairs and reflect upon how many hours they think they have been studying English.

Activity 3

The objective of this activity is to clarify how the constant of proportionality can be calculated. Explain

to students what the **constant of proportionality** is (you can ask one student to read the information provided). Use the board to clarify what the **variables** (k, y, and x) are. Give students time to calculate the constant of proportionality individually. Then give them time to compare answers in pairs and check with the whole group. Monitor and offer students extra support to perform the task.

Activity 4

Students are given an opportunity to practice calculating the constant of proportionality. Explain what they need to do and ask them to work individually. Allow students time to check answers in pairs. Ask one or two students to go to the board and show their process to discover the constant of proportionality. Ask them some personalized questions like "Do you keep a vocabulary pad?" Ask students to complete item b individually and check answers with the whole group.

Activity 5

Ask students to analyze the proportionality of numbers in the context of learning a foreign language. Present the problem to the whole group and ask them to work in pairs. Allow them time to figure out how many base words are needed for a speaker of a language to be considered at a certain level. When students are done, check answers with the whole group.

Activity 6

Have students work individually and write a short paragraph about the level of English in Brazil and provide a suggestion for people to increase their level of proficiency. When they are done, have them share their suggestions in small groups or with all the classmates.

Clarify aspects of pronunciation (e.g., **proportional** /prəˈpɔrʃənəl/, **directly** /dɪˈrɛktli, daɪˈrɛktli/, and **inversely** /ˈɪnvərsli, ɪnˈvərsli/), and form (proportional it is followed by the preposition **to**).

Ending

Ask students to research information about other ideas related to studying English and how they are proportional to the improvement of the level of proficiency.

Activity 1

a) They are between 18 and 24 years old. Suggested answer: People at this age can have more contact with the language.

b) Most people who speak English in Brazil are from the upper class.

Activity 2

Personal answers.

Activity 3

$k = 200/1 = 200$ (level 1)

$k = 400/2 = 200$ (level 2)

$k = 600/3 = 200$ (level 3)

$k = 800/4 = 200$ (level 4)

$k = 1000/5 = 200$ (level 5)

$k = 1200/6 = 200$ (level 6)

Activity 4

Personal answers.

a 7

$k = 49/7 = 7$

$k = 91/13 = 7$

$k = 315/45 = 7$

$k = 420/60 = 7$

b 2,555 (7 x 365)

Activity 5

1 - 500

2 - 1000

3 - 2000

4 - 4000

5 - 8000

Activity 6

Personal answers.

UNIT 5 • Coding Time

Contents

» Coding (HTML)
» Programming languages

Objectives

» Learn simple HTML commands
» Create a simple webpage to help students learn or practice English
» Develop teamwork

Materials

» Sheets of paper (several per pairs or trios of students)
» Computers (one per pair or trios of students – ideally this class should be done at the computer lab)
» Videos about programming languages for the internet, especially HTML: "HTML, CSS, JavaScript Explained," Danielle Thé, available at http://ftd.li/49jxbx

Class Plan

Beginning

Start the class by asking students what they know about **coding** and **computer language**. Ask them if they have inspected any web page and the code behind it. Explain to students that all the websites on the internet are built using programming languages. Ask them if they have heard about these languages. If so, ask them what they are. Have them share their experiences for a few minutes.

Play the video "HTML, CSS, JavaScript Explained." Ask students what the three languages of the internet are (HTML, CSS, JavaScript). The video creatively and briefly explains each language by referring to them as the "the builder" (HTML), "the artist," and "the wizard" (JavaScript).

Developing

Explain to students they are going to build a simple web page using only HTML at this moment.

Organize students into pairs or trios and give them some sheets of paper. Explain they are going to create a webpage for students of English. It can be a vocabulary list, grammar tips, example sentences, etc. Have them talk in their groups and decide what they want to include. They can choose only one topic

to make it simple. Help them and give some ideas of topics, if necessary. At this moment, explain they will use text only. Have them plan the content they are going to include in their webpage.

Once students have planned the content, show them the video "(1/3) HTML Coding for Kids and Caveman – HTML, Title and Tags." If you think it is necessary, you can also show them parts 2 and 3 of this series. But those parts explore slightly more advanced topics.

Tell students how HTML uses English words in the code. Here you have some HTML basic tags to use with them.

`<!DOCTYPE>` Defines the document type.
`<html>` Defines an HTML document.
`<head>` Defines information about the document.
`<title>` Defines a title for the document.
`<body>` Defines the document's body.
`<h1>` to `<h6>` Defines HTML headings.
`<p>` Defines a paragraph.
`<br>` Inserts a single line break.

Students can use a notepad document on the computer to create their webpage. When saving the document, they add the extension **.html**, instead of **.txt** or **.doc**. To see the webpage, they can open it on a web browser. All tags described in the HTML code needs to be closed with `</>`.

For example:

```
<!DOCTYPE html>
<html>
<body>
<h1>My First Heading</h1>
<p>My first paragraph.</p>
</body>
</html>
```

Tip

You can find more information about HTML and how it works at the following links:

• Tim Slavin, "HTML Coding for Beginners": http://ftd.li/7q8f2j;

• W3schools.com, "HTML examples": http://ftd.li/emnbkn;

• Khan Academy, "HTML Basics": http://ftd.li/uq96ar.

Allow students some time to build their webpages. Help and monitor them as needed. If necessary, ask the computing teacher to help you out with this class.

Ending

When students finish, show their webpages to the them and have the pairs or trios explain why they think the content they created is useful for English learners.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

UNIT 5 • Language of O

Contents

» Socio-emotional learning: communication skills
» Relationship skills

Objectives

» Reflect on what is involved in communication
» Talk about clear communication and misunderstandings
» Exercise active listening
» Express ideas clearly

Materials

» Student Handbook, pages 277-278
» "Language of O" video

Class Plan

Beginning

Ask students to sit in a big circle and say "I'm going to the moon and I'm taking a/an [item beginning with the first letter of your name]." Write "Can I take ...?" on the board and invite volunteers to ask you what they can take. After three or four students have participated, tell the group that the challenge is to guess what the rule that allows you to take a few things and not others is. Whenever the item begins with the first letter of their names, say that they can take it, but don't give the rule away. Encourage all students to try, and when someone guesses it, ask them not to say the rule, but to keep participating. When more students show they have got the rule, ask them to share what it is and how they guessed it.

Developing

Before watching the video

Activity 1

Organize students into pairs and have them read the words. Ask them if they know what language is that, the meaning of the words, and to infer any rules. Have them talk for a few minutes, and if anyone knows what the "rule" is, don't tell them yet. (These words are written in a type of gibberish. **Gibberish** is an umbrella term for a nonsense language that is hard to understand. However, this also refers to a word game in which some letters are added to make them unintelligible. In this case, the spoken vowels are preceded by **idig**, so desk becomes didigesk, dog becomes didigog.)

While watching the video

Video – Part 1 (0:00-0:25)

Activity 2

Explain to students they are going to watch another video by Amber and Nicholas. First, have them read the items in the activity and answer any questions they might have. Play part 1 and ask students to pay attention to their conversation. Organize them into pairs and ask them to share what they noticed about their Amber's and Nichola's conversation. Allow them to complete activity 2 individually and then compare their answers in pairs. Explain that in item g they can add any other ideas they think it is important for communication.

Ask students if they have ever played with an invented language and what the code was. Elicit what they know about the "language of P" or any other students mention.

Allow students some time to go back to activity 1 and try to figure out the words and the rule if they have not done so yet.

> **Tip**
>
> If time allows, play the video "Learn Gibberish 1 – The Basics," AustintheGibberer, available at http://ftd.li/7av6gm.

Video – Part 2 (0:25-4:44)

Activity 3

Explain to students you are going to play part 2 of the video. Have them read the questions and tell them to pay attention to which factor in clear communication is mentioned by Amber and Nicholas. Tell them this item is on the list in activity 2. Have them answer individually and compare in pairs.

Activity 4

Ask students to look at the ballons and read the items. Elicit what they are supposed to do and answer any questions they have. Explain that they don't have to write anything. Allow students some time to share with a classmate what they remember about the phrases in the speech bubbles.

Play part 2 again and instruct students to share what they got about each one. If they want, they can take some notes. After done so, check their answers collectively.

After watching the video

Activity 5

Move on the discussion to clear and effective communication. Say that if all we needed in communication is to agree on the rules, everyone would be able to express themselves and be absolutely sure that people understood them. Ask them if this is what happens and write "misunderstandings" on the board. Have them answer the questions in pairs, then open the discussion.

Activity 6

Have students read the questions and answer it individually. Ask them to share their answers in small groups and check their answers collectively. Encourage their participation.

In item c address students back to the list in activity 2. In pairs, tell them to take turns giving examples that clarify the meaning of each "ingredient" for good communication. When students finish, ask them which items they would include for good communication and encourage them to explain why.

> **Tip**
>
> Talk to students about how English is used as a lingua franca by people whose first language is another one and bring cultural aspects into the discussion. Mention how some words may have different connotations for people from different cultures (calling someone skinny, for instance, may be quite offensive to some people). As well as vocabulary, how objective or not you are may be an issue that leads to misunderstanding (in Brazil, we tend to give many excuses when something goes wrong whereas in other countries, such as in Japan, we should go straight to the point). Talking or asking about some topics, such as age or religion, may be considered rude by some people and not by others. Emphasize the importance of listening actively to people, showing sensitivity and empathy towards people we talk to and elicit other examples.

Ending

Ask students what they understand by **active listening**. Explain that this is also part of clear communication and they are going to practice active listening skills. Ask them to think of a real story they can share with a classmate and allow them some time to choose a story. Then invite students to pair up with someone they have not worked with recently. Explain that this will be a monolog, and the student who is listening can only ask questions if they feel they are really important for their comprehension of the story.

When the student finishes telling the story, his or her classmate retells it in as much detail as possible. Ask students who have told the story to listen to everything without interrupting. They should wait until their classmate finishes retelling their story to correct details or make additional comments. Invite students who were listening to be the speaker.

Ask students their opinions about the listening activity they have just done. Ask them these questions "Was it easy or difficult to talk for a long time without being interrupted?", "Was it easy or difficult to refrain from interrupting their classmate too often?", "What did they like best about this activity?", "Was there anything they did not like about it? If so, what was it?"

Answers

Activity 1

hidigellidigo – hello

tridigee – tree

pidigeoplidige – people

yidigellidigow – yellow

Activity 2

Suggested answer: except for "similar opinions", all items should be checked.

Activity 3

Agreed rules.

Activity 4

Suggested answers:

Language of the O – Amber and Nicholas say they were using it; the rule is to substitute all vowels for the vowel **o**; it's a simple language.

Rules of a language – the rules should be agreed and clear to all speakers and listeners.

A chair – Nicholas and Amber explain that a chair is called this way because at some point it was agreed that was the word for that object.

Pig Latin and Morse Code – they are coded languages like the language of the O; all words are altered by adding the letters **ay** to the end and then moving the first letter to the end of the word; in Morse Code, letters are replaced with dots and dashes.

Activity 5

Personal answers.

Activity 6

Personal answers.

UNIT 6

Lesson 1

Contents
» Photoreport
» Schools from the past
» Child labor

Objectives
» Skim a photoreport and make inferences

Materials
» Student Handbook, pages 64-65

Class Plan

Beginning
Write the following words on the board: "school,"
"labor," "great-grandparents," "education," "farm
work," "jobs," "night," "cities," "teacher," "students."
In small groups, students define the words they know.
Ask them if they need you to clarify any of the words and
then call two volunteers to the front of the classroom. Ask
them to stand with their backs to the board, and as you
point to a word, the other students explain the meaning
to the volunteers, who should say what word it is.

Developing

Activity 2
Allow students some time to read the whole text once
and check their predictions. Ask them if anything
surprised them and if the photos helped them to
understand the text. Although they may ask you to clarify
some of the vocabulary, refrain from telling them as
activity 5 deals with figuring out the meaning of words.

SEL: Child Labor
As this may be an unfamiliar topic to students, you
may elicit what **child labor** is and how it is different
from helping families (cf. Manual StandFor) at home
or babysitting to make some extra money. Explain to
students that although it may seem shocking to us,
the children in the photoreport were not working
illegally as it was not until 1938 that a federal law,
the Fair Labor Standards Act, placed limitations to
child labor in the United States.

According to this law, children under 14 years old are
prohibited from working in most industries and cannot
work more than three hours on school days until they
are 16. Working hours are not restricted between
the ages of 16 and 17 as long as the teenager is not
engaged in hazardous work, such as mining. Child
actors under 16 must have a special work permit. In
Brazil, the 1988 Constitution also prohibited child labor
and item 33 in article 7 prohibits minors from working
at night or doing any kind of work considered unhealthy
or dangerous. Apprenticeships are allowed at age 14
and working as an artist is only possible if education,
leisure, and spare time with family is guaranteed.

Once the concept of child labor is clear, ask students
why they think there are laws to prohibit child labor.
(Possible answer: to guarantee children's rights to
education, allowing children and teenagers time to
study and to engage in healthy social activities.)

Language Variation
The word **labor** is one more example of the variation
-or and **-our** in spelling in American and British
English. Write both spellings on the board and ask
students to copy one of them in their notebooks and
write **Br** (British) or **Am** (American) next to it.
Check their answers and elicit other examples of
variations in spellings they remember.

Activity 3
Ask students if they are familiar with photorep...
elicit some of the text's verbal an...
You may ask them to do the a...

Activity 4
Encourage students to do the activity o...
compare answers when they finish. Fast fir...
create one more item.

Think Tank
Form small groups to discus...
encourage students to just...
examples whenever possibl...
enough time to exchange opinions,...
each group to share the main points of t...

LOWER SECOND...

Activity 7

Ask students to do this activity in pairs. Explain that, in other contexts, the modal verb **could** may be used to indicate ability ("I could already swim when I was 4.") or permission ("I couldn't stay over at a friend's house when I was a little child.").

Activity 8

After you have checked students' answers, ask them to get in trios and take turns brainstorming as many different ways as possible to complete the following sentence:

• In the past, children could/couldn't _____

Ending

Write the following question on the board and have students answer it in pairs:

• Would you enjoy having classes with students from different ages? Why or why not?

Answers

Activity 2

c, e, f

Activity 3

a) photoreport; b) on-line magazine; c) Sunny Sea Gold; d) introductory; e) photos, brief text

Activity 4

a) F – It shows the school life of **American children**
b) F – Most children **walked to school**.
c) T
d) T
e) F – There was one teacher for **all the grades**

Activity 5

a, b, c

Activity 6

a) 3, b) 1; c) 2

Activity 7

a) the base form of a verb;
b) possibility

Activity 8

a) P, b) A; c) P; d) A

UNIT

Conten
» Simple p
» Schools

Objec
» Review
» Practic
» Talk ab
» Describ

Mate
» Stude

Clas

Begi
Draw
the m
relate
word
write

De

Act
Asi
ab
kn
th

SPEAKING

UNIT 6 • Schools in the Past

Contents

» Simple past and **could**
» Schools

Objectives

» Review and expand the language content from unit 6
» Practice using the simple past and the modal **could**
» Talk about schools in the past
» Describe pictures and situations in the past

Materials

» Student Handbook, pages 260-261

Class Plan

Beginning

Draw a mind map on the board and write "school" in the middle. Ask students to come up with other words related to school and complete the mind map. Possible words include: student, teacher, desk, books, read, write, uniform, study, learn, etc.

Developing

Activity 1 – Preparation

Ask students to look at the pictures and take notes about what they see and what they could possibly know about the schools from the past just by observing them. Allow them some time to complete the task.

Activity 2 – Interaction

In pairs, students talk about the pictures in activity 1. Encourage them to use the topics that are listed to guide their conversation. Check that students understand what they have to do and answer any questions. Walk around the classroom, monitor, and help them as needed.

Activity 3 – Interaction

Read the instructions and invite students to talk about the tools they can use to research more about schools in the past.

Ending

Ask each pair to share what they discussed in activity 3. List their ideas on the board and have them mention the cons and pros for each suggestion they make.

Answers

Activity 1 – Preparation

Personal answers.

Activity 2 – Interaction

Personal answers.
Suggested answers: There weren't many resources in the classroom, students used formal uniforms, desks were uncomfortable, students don't look happy.

Activity 3 – Interaction

Personal answers.
Suggested answers: they can use search engine websites, go to the library and explored history books, talk to older people and ask about their experiences as students, etc.

Lesson 2 | Part 1

Contents

» **Could**
» Interview
» US school system

Objectives

» Listen to main ideas and specific information in an interview
» Use **could** for possibility

Materials

» Student Handbook, page 66
» Audio track

Class Plan

Beginning

Write the following key words on the board:

» Study period
» Number of students in classroom
» Age of classmates
» Transport to school
» Activity after school

Ask a volunteer to come up to the front of the classroom and pretend to be a student from the past. Tell the rest of students to explain how their school life is like based on the key words above.

Developing

Activity 1

Ask students to work with a new classmate, share all the information they have about their families' school days and decide whether school was more or less fun than nowadays. Ask some volunteers to share their opinions with the whole group.

Activity 2

You may expand this activity by asking students to tell a classmate when the last time was that they either watched, read, or listened to an interview. Besides saying how the interview was structured, they could mention whether they liked it and what it was about.

Activity 3

Have students read the options in the activity and play the audio once.

> **Audio Script • Track 27**
>
> **Ruby:** I was born on a farm. I was on a farm all my life until I moved here to this house.
> **Boy:** This is Ruby Peterson. She is 92 years old.
> **Ruby:** We went to a one-room schoolhouse, country school, until I was in eighth grade.
> **Girl:** What was the one-room school like? Can you describe it?
> **Ruby:** It was very cozy. There were eight grades in that school room. It was, it was a large room. And we all, we knew each other, we lived, you know, were neighbors that walked probably to school, and not in this kind of weather like zero weather, but we did walk to school occasionally. My home farm was a mile away, but I emphasize there was no school bus, so we walked to school.
> Course those days there were no slacks, we called them slacks. And we usually wore skirts and long stockings for the girls and for the boys had long pants. Just what we would wear otherwise. In the wintertime it was difficult because there was snow many times, like it is now. And I know my dad took us to school in a sleigh, because we lived on a farm and had horses. So, then we'd all maybe ride in that sleigh and neighbor kids would jump on when we came along, and that was our school bus.
>
> Tvbygirls. "School: Then and now Talking with Ruby." YouTube. April 12, 2011. Accessed November 18, 2019. https://www.youtube.com/watch?v=n4IFPv82M_s. Excerpts from 0:15 to 0:27, 0:33 to 0:39, 0:52 to 1:28, 1:38 to 1:56, and 1:58 to 2:22.

Activity 4

Before listening to the audio again, ask students in pairs to share the information they remember about Ruby Peterson. Play the audio and have them do activities 4 and 5.

Activity 6

Ask students to do the matching activity on their own and then compare their answers with a classmate. Play the audio one more time so students can check their answers.

Ending

Have students draw a scene from Ruby Peterson's school days and show it to their classmates.

Answers

Activity 2

Possible answer: there is usually an introduction and an interviewer that asks the interviewee questions.

Activity 3

a

Activity 4

a) She is 92 years old.

b) On a farm.

c) In a one-room schoolhouse (in the country).

Activity 5

b

Activity 6

b; e; c; d; a; f

UNIT 6 • Could

Contents
» Modal **could**

Objectives
» Review and expand the grammar content from unit 6
» Practice using the modal **could**

Materials
» Student Handbook, pages 222-223

Class Plan

Beginning

Organize students into small groups (3-4 students). Ask them to think of something they are going to do next week or weekend and say one of their plans in their groups. As they do that, the other classmates ask them for a favor using **could**. For example:

Student A: I am going to the mall on Saturday.

Student B: Could you give me a ride to the mall?

Student C: Could you buy me a book?
and so on.

Then ask students switch roles. Set a time limit for the activity.

Review the use of **could** for requests and ask students about the other uses of this modal. Encourage them to give some examples.

Developing

Activity 1

Ask students to read the sentences (a-f). Then they need to choose the corresponding requests (I-VI). Explain that they need to carefully read the requests and use the context to match accordingly. Check the activity asking students to read the sentences aloud.

Activity 2

Explain to students that they need to put the conversation in the correct order by numbering the lines. Have them pay special attention to the use of **could** and use the context to help them complete the activity. When they are done, ask them to compare their answers in pairs. Ask a pair of students to read the conversation aloud to correct the activity.

Activity 3

Tell students that they are going to read the text about a boy named Mike. Then they need to answer the questions about the text. When they finish, have them compare their answers in pairs. Check the activity with the whole class.

Activity 4

Ask students to read the sentences. Then they read the text in activity 3 again and write **T** (true) or **F** (false) for each statement. When checking the activity, ask students to justify their answers with extracts from the text and correct the false sentences.

Ending

Have students think of things they **could** or **couldn't** do when they were younger. Then invite students to share their experiences with the whole group.

Answers

Activity 1

a) IV; b) II; c) I; d) III; e) VI; f) V

Activity 2

2, 3, 1, 6, 5, 4

Activity 3

a) Yes, he could.

b) No, she couldn't.

c) Yes, he could.

d) No, he couldn't. (And he can't now.)

Activity 4

a) T; b) T; c) F; d) F

UNIT 6

Lesson 2 | Part 2

Contents
» Conjunctions
» Testimonial
» Interview

Objectives
» Interview someone about schools in the past
» Use conjunctions
» Rising and falling intonation
» Ethical responsibility

Materials
» Student Handbook, pages 66-67
» Audio track
» Students' cell phones

Class Plan

Beginning
In small groups, ask students to exchange some information about one of their parents and find out two pieces of information which are similar. Elicit and write some cues on the board to help them with ideas: name, hometown, school days, habits, sports, friends, etc.

Developing

Activity 7

After checking students' answers, ask them to create a different ending for each sentence. Have them share some of their ideas with the group.

Activity 8

Instruct students to read the whole testimonial before complete with the appropriate conjunction. After checking their answers, ask them what piece of information in Morri's testimonial surprises them the most and why.

Activity 9

Explain that **intonation** is the rising and lowering of our voices when we are saying something, asking a question, or expressing an idea or a mood. Have students read the questions in pairs and decide if there is a rising or falling intonation in each one. After they have done so, play the audio so they can check their answers. Play it again and have them read questions along with the audio.

> **Audio Script • Track 28**
> a) What is your favorite subject?
> b) Did you go to a schoolhouse?
> c) Did you get good grades?
> d) Who is your favorite teacher?
> e) Where did you study?
> f) Do you like math classes?

Activity 10

Have students read the instructions silently. Then ask volunteers to explain, without looking back at the instructions, what they are going to do. Ask students if it is clear and if they have any questions about their task. Tell them they should bring the interview recorded, they can use a cell phone, and insist they talk to someone who can answer the questions in English. It could be a relative, a school teacher, someone in their community. If, by any chance, they interview someone who does not speak English, ask them to take notes in English so they can later sum it up for a classmate. Alternatively, you may ask them to translate the interview.

Ending

To reinforce intonation in questions, ask the following questions and have students stand up if the intonation is rising, or sit down if it is falling and repeat after you.

› How many grandparents do you have?
› Do you like English lessons?
› What's the name of your school?
› Is your best friend in your group?
› When are school vacations?
› What do you eat at school?
› Are you wearing a school uniform?

Help students notice that **yes-no** questions are always rising, and wh-questions are always falling.

Answers

Activity 7

connect

Activity 8

a) until; b) so; c) because;
d) and; e) and; f) but

Activity 9

c) rising; d) falling;
e) falling; f) rising

The First Universities | Part 1

Contents

» Education and universities

Objectives

» Talk about universities
» Learn vocabulary related to old universities

Materials

» StandFor Project – *The First Universities* portfolio
» Slips of paper (key words and their respective definitions from the text on the worksheet)
» Balloons for each group

Class Plan

Beginning

Organize students into groups of five or six and ask them to make circles around the room. Give a balloon to each circle. Tell them they are going to play a game.

Students are going to randomly throw the balloon to each other three times and on the third time, the person to whom the balloon was thrown should hit it towards a member in the circle. If this person is hit by the balloon, he/she should answer one of these questions:

› What is a university?

› What do people do there?

› Is it important?

› Where do you want to study after you finish school?

Have students discuss the questions in pairs while you take notes. Allow them to give their opinions in front of their classmates.

Developing

#exploring the topic

Activity 1

Give students the handouts and ask them to discuss the questions in activity (**#exploringthetopic**) in trios.

Open up the discussion to the group so everybody gets a chance to give their opinions about the questions.

Activity 2

Ask students to read the texts quickly and do the activity. Correct with the whole group and then ask them to justify their answers.

Activity 3

After students finish, group them into fours and ask them to do the activity. Correct with the whole group and carry out a drilling activity.

Ending

Hand out the slips of paper in a way that all students can find the match for their slip of paper. Tell them if they are holding a slip of paper with a word on it, they should look for a person with the respective definition for their word. Give them the time of the length of a song to find their match.

STANDFOR PROJECT

The First Universities | Part 2

Contents

» The first universities
» Universities around the world

Objectives

» Read an infographic
» Plan a presentation

Materials

» StandFor Project – *The First Universities* portfolio
» Computer lab or devices with internet access
» Sticky notes

Class Plan

Beginning

Give some time for students to read the infographic and help them with vocabulary.

Developing

Write the following possibilities on the board:

› Poster　　　　› Seminar　　　　› Video

Form groups of four students, and give them some time to decide which product they want to present. It does not need to be one for all the groups; each group can discuss and decide which one they will do.

Ask students to read the infographic again, but now they should highlight the main parts of the text. After they finish, ask them to tell each other what the text is about based on the parts they highlighted.

Ask students to search for the top ten universities in the world and choose one they will present about.

Give students some time to discuss. If need be, help each group make their decision.

Ending

Give each group some sticky notes (each group a different color). Ask them to discuss which points they found important in the text they read. Explain to students they should write on the sticky notes what aspects they should address in their presentation and stick it to the board.

Stick the first one as a model (age, for example). After students have finished, ask them to go to the board and look at the other suggestions.

UNIT 6 • Schools of the Future

Contents

» An internet channel program about the future of schools

Objectives

» Find out how the education system will change in the near future
» Predict content of audio through discussions
» Listen to specific information
» Connect content of the audio to reality and give own opinion on topic

Materials

» Student Handbook, pages 237-238
» Audio track

Class Plan

Beginning

Ask students to imagine what the perfect school would be like for them. Invite them make a list of the ideal school's characteristics.

Developing

Activity 1

Have students open their books to page 237 and explore the image. Ask a volunteer to read the questions and help with language if necessary. Pair students up and have them discuss these questions for a few minutes and then invite a few students to share interesting information with the whole group.

Activity 2

Address students to the activity. Go over the instructions and the sentences.

Explain to students you will play the audio once for them to complete the activity and a second time to double check their answers.

Play the audio twice and then check with the whole group. If possible, show the video on http://ftd.li/izwvnp. Write the answers on the board.

> **Audio Script • Track 6.1**
>
> For most of us, we spend about 13 years of our lives in school and then we never look back again. We may never even think of schools again. But schools are always changing in some pretty incredible ways. Do you guys wanna see what schools might look like in 2050 or hundred years from now? I'm Danny Burke and this is the top ten crazy ways schools will change in the future. If you're watching this in the future and I got all of this wrong, I'm sorry. Coming in at number 10 now, we have augmented reality. Augmented reality is when computers generate enhancements on existing reality that you can then react with. There are already examples of this being used today in the classroom. Apps like Aurasma let students scan a page of their homework to reveal a video of their teacher helping them solve the problem. In the future, perhaps pointing a phone camera at any image a student is given could render a 3D version for them to explore from every angle. Maybe in the future teachers won't punish you for having your phone out. They'll punish you for forgetting it.
>
> MostAmazingTop10. "Top 10 Crazy Ways Schools Will Change In The Future." YouTube. July 16, 2017. Accessed November 21, 2019. https://www.youtube.com/watch?v=7Vj3d7tTPBY&t=2s. Excerpt from 0:00 to 0:54.

Activity 3

Ask students to read the instructions and sentences individually. Tell them you will play the audio one more time for them to complete the activity. If necessary, play a second time. Check the answers with the whole group and write them on the board.

> **Audio Script • Track 6.2**
>
> Coming at number eight now, we have robot teachers. This has always been the stuff of science fiction, hasn't it? A metal robot, bleeping and blooping at the front of a classroom. But with the rise of animatronics and AI, robotic teachers could look, sound, and act just like real humans. They would be indistinguishable, they wouldn't need sleep, they wouldn't get unmotivated, and they would have instant access to all human knowledge.

> But, will AI ever be a suitable replacement for a real human being when it comes to teaching? I'm sure teachers would argue no. What do you guys think?
>
> MostAmazingTop10. "Top 10 Crazy Ways Schools Will Change In The Future." YouTube. July 16, 2017. Accessed November 21, 2019. https://www.youtube.com/watch?v=7Vj3d7fTPBY. Excerpt from 1:25 to 1:58.

Activity 4

Arrange students into small groups and address them to the activity. Invite a volunteer to read the questions and help with language if necessary. Allow groups enough time to discuss their opinions. After some time, open it to a whole class discussion.

Ending

Ask students "What new subjects would you like to learn at school?" Give them examples such as "cooking, dancing, or learning about nutrition." Invite some of them to share their ideas with the group.

Answers

Activity 1
a) Future; b) Personal answer; c) Personal answer.

Activity 2
a) around 13 years of our lives in school; b) schools are always changing; c) is already being used;

d) considered part of a student's school materials.

Activity 3
a) F; b) T; c) F; d) T

Activity 4
Personal answers.

Lesson 3

Contents
» Audio article

Objectives
» Summarize an interview orally
» Discuss the use of new technologies in school
» Listen for details in an article about schools of the future

Materials
» Student Handbook, pages 68-69
» Audio track

Class Plan

Beginning

Ask students to sit in pairs and play or sum up the interview assigned as homework. As pairs finish, tell them to write on the board something said in the interview that was new or surprising to them. Have a whole group talk about the information on the board to help them notice how common or unique their interviewee's experience as a student was.

Developing

Activity 1

Give students time to look through this page and express their opinions about the characteristics of schools in the future.

Activity 2

If you feel it is relevant in your school context, ask students in which subjects teachers make use of technology in their classes and how they think it helps in their learning. Have them share with the whole group the digital tools and any apps they use to study and ask different students to talk about each one.

Activity 3

Ask students to do this activity individually and then share their answers with a classmate.

Activity 4

In order to warm students up for the listening activity, before they listen to the audio, ask them to work in pairs and take turns describing the pictures in random order. Their classmate should listen and point to the picture being described.

> ### Audio Script • Track 29
>
> **One**
> Virtual reality has been around since the '90s, but now Facebook and Google are no longer in your face, but on your face. Google's expeditions program turn smartphones into virtual reality viewers using simple, inexpensive cardboard. And now that Facebook's bought Oculus Rift, they're planning on getting into classroom gaming as early as next year.
>
> **Two**
> 3D printing in schools is revolutionizing the art of show-and-tell. Yesterday's arts and crafts is now modern-day engineering.
>
> **Three**
> It's like old-school projectors, but in 3D. Remember Michael Jackson's back-from-the-dead moonwalk performance? Well, hologram technology in classrooms is still just a dream for now, 'cause it's too expensive. But in the future, it would allow teachers to give lessons to students all across the world. Imagine taking a tour of the historic 3D-model of the Colosseum right from your desk!
>
> AJ+. "5 Technologies That Will Change Classroom Education." YouTube. September 16, 2015. Accessed November 18, 2019. https://www.youtube.com/watch?v=loFL5gT_m8I. Excerpts from 0:22 to 0:29, 0:32 to 0:44, 0:52 to 0:56, 1:01 to 1:04, 2:06 to 2:23, and 2:25 to 2:30.

Activity 5

Ask students to do this activity in pairs.

Activity 7

Have students read the alternatives before they listen to the audio again. If necessary, help them figure out the meaning of any unfamiliar words through paraphrasing or examples.

Think Tank

Encourage students to consider if and how the use of these technologies could help them learn and understand some concepts in different subjects. You could have different groups in charge of two or three subjects and then share their ideas. As for the advantages and disadvantages of implementing the use of these technologies in school, have them make a list or mind map to help them report and discuss their ideas with the whole group.

If you feel there is room
a cell phone or tablet available, have them
short testimonial about the use of technology in t
school. If they do so, encourage them to use som
the ideas discussed in Think Tank.

Ending

Have students imagine a still nonexisting school
or item that they would like to have. Tell them
and label it. Invite them to walk around and sh
other their inventions.

Activity 9

After students have done the activity, ask them to decide who seems to be more satisfied with the way their school works (Ruth) and what words and phrases this person uses that express this feeling (interested in learning/amazing).

Audio Script • Track 30

Theo: I study at a very traditional school. Our desks are fixed and we can't move them. The teacher stands on a platform and we can't talk to our friends in class. However, there is a smartboard in all classrooms and there is a small 3D printer that we can use during our robotics classes. We use it to print models and create machines with the help of our tutors.
Ruth: We use super technological books at my school. We can use our smartphones to bring material out of the book. This makes us more interested in learning more. Also, we use cardboard glasses that when attached to our smartphones weare transported to other places. For example, when we learn about historical facts, we can see history happening in front of our eyes! It's amazing!

Answers

Activity 4

a) 1; c) 3; d) 2

Activity 5

a) article; b) one; c) woman

Activity 7

a) T

b) F – They turn smartphones into vir

c) T

d) F – Holograms technology in classroo
a dream.

Activity 9

Theo: 3D printing

Ruth: Augmented reality; Virtual realit

UNIT 6 • Schools of the Future

Contents
» Simple past and **could**
» Simple present and future

Objectives
» Review and expand the language content from unit 6
» Practice using the simple past and the modal **could**
» Talking about schools in the past, present, and future

Materials
» Student Handbook, page 262

Class Plan

Beginning
Ask students if they think the school has changed since they first started studying in kindergarten. Ask "Is everything the same?", "What has changed?" Have them share their experiences and thoughts about this topic. If necessary, list some key words that arise from the discussion on the board.

Developing

Activity 1 – Preparation
Ask students to look at the pictures and think about what has changed in schools and what they think will change in the future. Go through the items in the table and explain that they need to write down their ideas related to these topics and add at least another one. Allow them some time to complete the task individually.

Activity 2 – Interaction
In pairs, students go over their answers in activity 1 and share their thoughts. While they talk, walk around, monitor, and help them as needed. Encourage their participation.

Activity 3 – Interaction
In the same pairs, students talk about some items (books, movies, TV shows) that describe school and school situations from the past, present, and future.

Extra Activity

Encourage students to ask some of their family members from different generations about their school experience. Have them share some of these stories in the following class.

Ending
Ask students about their suggestions in activity 3 and list them on the board. Add some ideas, if necessary, and encourage students to explain their choices.

Answers

Activity 1 – Preparation
Suggested answers:

Classrooms
Past: students in rows, uncomfortable chairs/desks, blackboard and chalk, many printed books and notebooks, etc.

Present: students can be organized in a circle or in groups, sometimes they can sit in more comfortable chairs, whiteboard and markers/interactive board, printed books/notebooks, computers, tablets.

Future: small groups in the classroom, interactive boards that students can interact with, no printed books.

Subjects
Past: national language, math, science.

Present: languages (national and foreign) math, science, music, art, computing, P.E.

Future: languages (national and foreign – more than one) math, science, music, art, coding, P.E., robotics, socia-emotional skills.

School supplies:
Past: classroom, principal's and teachers' room, cafeteria.

Present: classroom, principal's and teachers' room, library, computer room, gym, cafeteria.

Future: classroom, principal's and teachers' room, library, gym, cafeteria, robotics/science labs, etc.

Teachers:
Past: very formal and strict.

Present: teachers are more friendly and less formal.

Future: teacher and students work closely together to explore the subjects using different tools and experiments.

Activity 2 – Interaction
Personal answers.

Activity 3 – Interaction
Personal answers. Suggested answers: Malala (book), School of Rock, Diary of a Wimpy Kid (books and movies), etc.

Lesson 4 | Part 1

Contents
» Biography: Maria Montessori

Objectives
» Read a biography for main ideas and its characteristics

Materials
» Student Handbook, pages 70-71
» Cards

Class Plan

In Advance

Prepare some cards with the following items written on each one: a 3D printer, augmented reality, and virtual reality.

Beginning

Organize students in two groups and show a volunteer from each group one of the cards with examples of technology. They should draw the item at the same time. The group that guesses the item first wins a point.

Developing

Activity 1

Focus students' attention on the text and ask them to say what kind of text it is. Ask volunteers to explain how they reached their conclusions, making clear reference to verbal and nonverbal elements in the text.

Activity 2

You may do this activity with the whole group instead of having them talk in pairs. Also, ask them whose biographies they have read recently and what they remember about the person.

Activity 3

Allow students some time to read Maria Montessori's biography. After they have done so, explain to them that she was born around the same time as was described in the photoreport about schools in the past that students read in the beginning of this unit. Explain that, as a teacher, she developed a student-centered method that some schools still follow nowadays. Next, ask students to identify in the text what phrase in her biography refers to this method ("follow the child") and what they think it means (roughly, to respect the child's learning pace and note what interests and intrigues the child most).

Activity 4

Tell students that this is one example of biography. Although it is very common, it's not the only one. Biographies may also come as a comic-book or even as a photoreport.

Activity 5

You may tell students that you will test their memories and give them 3 minutes to reread the biography. Then ask them to close their books and ask the questions as a memory challenge.

Activity 6

Have students do this activity in pairs and ask them why verbs in the past are an important language feature in biographies.

Activity 7

Draw students' attention to the fact that biographies may also be written about people who have not. Explain that the biography they will write may be about someone who currently works in their school.

Fine-tuning

If you feel students need more support to be able to write a biography, bring some more samples or encourage them to go online for other biographies. Have them underline or copy some useful sentences which may be used in their texts.

Ending

Remind students that, just like Maria Montessori, other people have also created interesting and different learning methods. In pairs, have students exchange opinions of their ideal school methodology.

Answers

Activity 1
b

Activity 2
To learn about important/ relevant people in our society.

Activity 3
Maria Montessori.

Activity 4
Person's occupation, picture, date of birth and death, and legacy.

Activity 5
a) She lived for 81 years.
b) She was born in Chiaravalle, Italy. c) She was an educator, academic, and a physician. d) She was pioneer of theories in teaching methods for early childhood.

Activity 6
They are regular and irregular verbs in the past.

Activity 7
a; c

STANDFOR PROJECT

The First Universities | Part 3

Contents

» Universities around the world

Objectives

» Start producing the research project

Materials

» StandFor Project – *The First Universities* portfolio
» Computer lab or devices with internet access
» Students' information about universities

Class Plan

Beginning

Ask students to get together with their group members. Ask them to discuss the main aspects of the university they chose and what they should focus on. Give them some time to retrieve the information discussed in the previous class.

Developing

Based on the aspects students decided to focus on, ask them to discuss who is responsible for what in each group.

After students decided who is going to focus on what, it is time for them to search on the internet for things related to the chosen aspect.

At this phase, it is extremely important to monitor students closely and help them use the internet as a tool to their learning.

Ask students to keep a written record of the information they have got so that they can analyze and prioritize which pieces are worth keeping.

Give students some time to retrieve the information discussed. Ask them to analyze all the information they have got and prioritize the ones which are worth keeping. If they do not have enough information, give them more time and guidance to search for more on the internet.

Ending

After that, students should focus on the format of they product. Help each group individually and guide them through what you expect them to produce. For those who will produce a video, tell them to write down the main parts they are supposed to mention in the video.

Give students individual feedback.
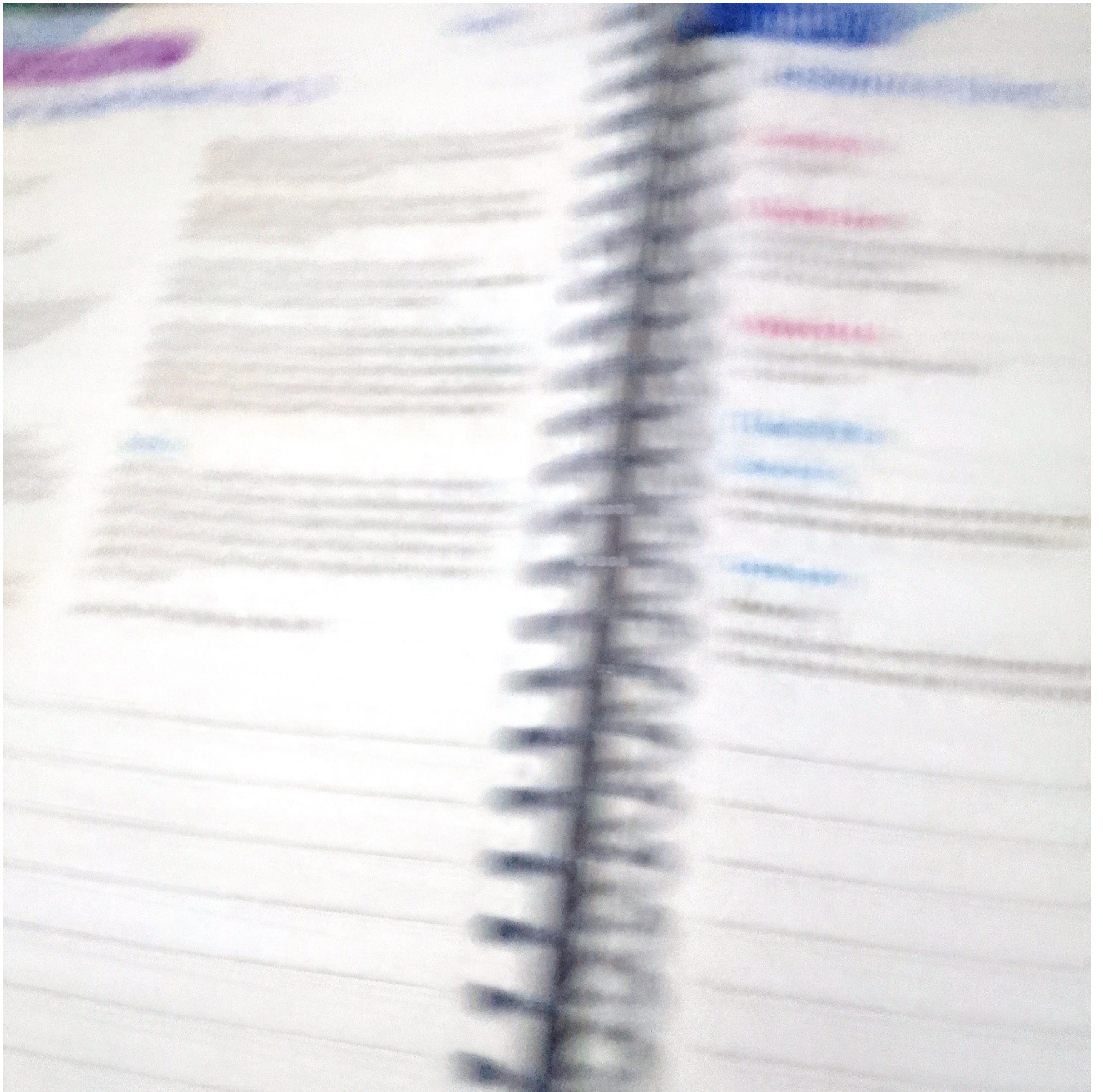
STANDFOR PROJECT

The First Universities | Part 4

Contents

» Universities around the world

Objectives

» Give and receive feedback

Materials

» StandFor Project – The First Universities portfolio
» Computer lab or devices with internet access
» Students' information about universities

Class Plan

Beginning

Ask students to get together with their group members. Have them share the difficulties they have had so far. Tell them to discuss an action plan so that they can overcome these difficulties.

Developing

Ask students to start working on the product again and give them so time to do so.

Monitoring students closely at this phase of the class is extremely important so that you can identify which areas to address during the feedback for each group.

Tell each group to visit and see the work of their classmates and give opinions on their work. Remind them that it is important that feedback is given in a respectful and constructive way. Ask them to present their work to their classmates and explain the details of it.

Ending

Organize the seating arrangement in a big circle and ask them to share what they have learned during the process of the project.

Guide students to realize that, besides language and cultural gain, much more has been learned.

UNIT 6 • Industrialization and Education

Contents
» Industrial revolutions
» Technopoles or tech hubs
» Noun formation

Objectives
» Read about the four industrial revolutions
» Define a technopole
» Express opinion about the importance of universities to innovation technology

Materials
» Student Handbook, pages 193-195
» Computer lab or devices with internet access

Class Plan

Beginning

Activity 1

Ask students to look at the mind map and explain what they need to do. When they are done, ask them to share their ideas in small groups. Then open the discussion to the whole group.

After some feedback is collected from the groups, ask students how they usually do research for school. Also, have them talk about how they think people did research for school in the past. They will probably talk about **books** compared with the **internet**. Ask them what they think are the pros and cons of the way they do research now in comparison with the way it was done in the past.

Developing

Activity 2

Ask the whole group the question and welcome their contributions at first. You can write some of their ideas on the board. Have them reflect on the fact that nowadays, innovations are more related to a group of people instead of a single person. Ask them how they think this happened and which technological and industrial processes would be involved. Encourage their participation and instruct them to use their previous knowledge from other geography and history lessons.

Activity 3

Have students look at the infographic. Ask them what is depicted and elicit some answers. Explain that we are now entering a Fourth Technological Revolution. It means that the changes in innovation technology started with the Third Technological Revolution, which was centered on information. It is also a result of modern capitalism, in which the developments in science and technology are dictated by market trends.

Ask students to look at the icons in the infographic. They should match the items a-d to the corresponding area in the infographic based on the discussion from activity 2 and their own opinions. Have them work in pairs and explain that the task will be corrected in activity 4.

Activity 4

Students will now correct their answers to activity 3. Let them work individually first and then compare answers in pairs. If time allows, have students other relevant information from the text to the infographic. You can invite them to come to the board and write their contributions.

Activity 5

This activity focuses on language and helps students identify some patterns. Explain to them that in more technical texts, like the one they read, we normally find longer nouns. This is a common characteristic of this kind of text. In this case, we can identify two patterns. The first is related to the suffix **-tion** (to form nouns), and the second is the stressed syllable. Ask students to spot and underline the words ending in **-tion** in the text. Then draw the three columns on the board and help them understand the division of syllables by sounds. There is always one vowel sound per syllable. Next, show them the visual demonstration of syllables and stress (ooOo). Do the first items with the whole group. Allow them time to work in pairs to do the task and then corrected with all students. If necessary, read out the words for the students to classify them. Finally, elicit the pattern to wrap up.

Activity 6

Ask the whole group the question. Briefly, get back to what was discussed in activity 2 and allow students to organize their ideas to answer. Encourage their participation.

Activity 7

Explore the co
text in the acti
of Silicon Vall
like Intel, Face
found there.
to find examp

Ending

Activity 8

This is an im
It affects th

Answers

Activity 1
a) Personal
university,
laboratory

Activity
In the pa
attribute
of such
compar
commo

Activi
b; a; d

Activ
Conf
date

Activity 7

Explore the concept of **technopole** by reading the text in the activity with students. In the example of Silicon Valley, you can explain that companies like Intel, Facebook, Google, IBM, and Apple are all found there. If necessary, allow students some time to find examples of technopoles in Brazil.

Ending

Activity 8

This is an important discussion to wrap up the lesson. It affects them as students, even though they are very far from entering university. Allow students to do some research. They can do this using their cell phones or tablets, or you can assign it as homework. However, it is important that you carry out this final debate even without students researching it further.

Explain to students that research can be conducted at any time in the life of a student. They can organize some ideas on paper before opening up for discussion. Provide them with some useful expressions to encourage their participation. For example, to express opinion, "I guess that …", "To my mind, …", "I suppose that …"; to invite people to express opinion, "What do you think?", "Do you agree?" Write these structures on the board if necessary.

Answers

Activity 1

a) Personal answers. Possible answers: innovation, study, university, analysis, information, development, science, laboratory, education, hypothesis, teamwork, etc.

Activity 2

In the past centuries, the creation of a new product was usually attributed to one inventor, whereas now the development of such products is normally the result of a group of people, companies, and universities working together towards a common goal.

Activity 3

b; a; d; c

Activity 4

Confirmation of answers to activity 3. Students can use the dates in text and key words.

Activity 5

oOo	ooOo	oooOo
condition	revolution	civilisation
invention	innovation	communication
production	information	globalisation
combustion	automation	

Activity 6

Universities and other learning/research institutions are directed and involved with innovative technology.

Activity 7

Personal answers.
Some technopoles in Brazil are: Campinas (São Paulo), Recife (Pernambuco), Porto Alegre (Rio Grande do Sul), Santa Rita do Sapucaí (Minas Gerais).

Activity 8

Personal answers.

Conte
» Can for
» Photore
» Timelin

Obje
» Revise
» Creat
   struct
» Crea

Mat
» Stu
» Co

Cla

Be
Wri
on
cei
of
re

U

UNIT 6 • Schools

Contents

» Architecture
» Old schools compared with new schools

Objectives

» Analyze school building architecture over the years
» Sketch a future school building

Materials

» Several pictures showing school buildings from past decades and some contemporary schools (outside and inside)
» Pictures and sketches of buildings
» Sheets of drawing paper (one per pair of students)
» Sheets of draft paper (several per pair of students)
» Pencils (of different grades, if possible, HB, B, H, 2B, etc.)

Class Plan

Beginning

Show students the pictures of the several school buildings from the past. Ask "How are these school buildings different from our school?" Have them share some ideas.

Ask students to discuss in pairs or trios how the school community would have used these buildings. How easy or difficult it would have been for people with disabilities, older people, etc. How many classrooms, labs, gyms, etc. would it have had? Have them talk for a few minutes, open the discussion for the whole group, and list some of their ideas on the board.

Developing

Ask students to form small groups (4-5 students each). Show them some images of contemporary school buildings. Ask them a few questions about the facilities and have them compare school buildings

from the past and present. Encourage students to use the comparative forms they have learned. Provide them with some useful vocabulary if necessary, e.g., hall, roof, floor, corner, structure, building material, bricks, balcony, etc. While they talk, walk around the classroom, monitor, and help them as needed.

Tip

You can find some useful pictures and information about school buildings at the following links.

• Archdaily: http://ftd.li/8xrt4i;
• Bryn Nelson, "School Design Through the Decades"; http://ftd.li/zs8qiz.

Explain to students that, in pairs, they are going to be architects and sketch a school building of the future. They need to talk and imagine how a school building will be in 50 or even 100 years. Alternatively, they can talk and sketch their ideal school for the present. At this time, tell students they are going to draw the entrance and the surroundings. However, in their presentation, they are going to talk about how many classrooms, laboratories, gyms, and any other facilities they might want to include it would have. They can also talk about the materials they are going to use. Give each pair some draft paper and explain that they are going to plan it first. Allow them some time for this part.

Give each pair a sheet of drawing paper and the pencils. Ask them to sketch their school building and include as many details as possible. Show them the different pencil grades and the shades. Have students work collaboratively. One of the students can draw, but both need to give ideas. Show them some pictures of sketches of buildings, if possible.

Ending

When students have finished their sketches, have them present it to the group. Encourage them to talk about their school buildings and justify their choices.

Units 5-6

Contents

» **Can** for ability, permission, and possibility
» Photoreport
» Timeline

Objectives

» Revise content from units 5-6
» Create a new language taking as basis English structure and vocabulary
» Create a photoreport and timeline on school history

Materials

» Student Handbook, pages 96-97
» Computer lab or devices with internet access

Class Plan

Beginning

Write "can," "ability," "permission," and "possibility" on the board in diagram form, keeping **can** in the center. Ask students to provide examples for each one of them. Some students might benefit from a quick review, so take advantage of the warm-up to do that.

Developing

Unit 5

Activity 1

Divide students in groups of three or four. Have them read the instructions and do the activity. Allow them time to think about their own language and what makes it special. Encourage them to express their opinions and be creative. Write the answers on the board.

Activity 2

Explain to students they will name and write the language created.

Activities 3 and 4

Ask students to work in groups to discuss which words in English they think are important to have in their new language and which are the translations. Allow them a few minutes to do the activities. Monitor the activities and help when necessary.

Suggest students to think about the pronunciation of the new words.

Activity 5

Ask one volunteer to read the instructions and look at the examples with the whole group. Make sure everyone understands what to do. As students work, walk around the classroom and note down any doubt/errors in the use of **can** to explain later.

Activity 6

Explain to students they have up to 3 minutes to present their language to the classmates. As they finish, give them more 2 minutes to make some questions about classmates' languages. Reinforce the use of **can** to describe the new language. Monitor the activity and help when necessary.

Unit 6

Activity 1

Do the first one together with the whole group. Then tell students to work on the other sentences individually. Walk around the classroom and help them when necessary.

Activities 2 and 3

Ask students, in small groups, go online and do research into school history. Give them 10 minutes to find out information that can help them to do the activity. Then give extra time to create the photoreport and the timeline. Focus students' attention on the importance of having pictures in a photoreport and how they can illustrate the timeline. Monitor the activity and help when necessary. Ask students to tell what they found out to their classmates.

Give students time to rehearse before telling their timelines and showing the photoreports to the group, thus students get more confident to express themselves.

Ending

Ask students to tell the most interesting things about school they found out and why they think so.

Answers	
UNIT 5	**UNIT 6**
Activities 1-6	**Activities 1-3**
Personal answers.	Personal answers.

Units 5-6

Contents
» Content from units 5-6

Objectives
» Assess what students have learned in units 5-6

Materials
» Test available at Iônica
» Extra activities (optional)
» Readers (optional)

Class Plan

In Advance

› A few weeks before the due date, take the test in one sitting and write down the time you spent. Multiply it by around 5 to 8 times and this is the time students will need to complete their tests.

› Make sure students can do the activities independently as they must remain in silence in order to not disturb other students who are still answering the test.

› Consider students' characteristics and knowledge. Make changes in the test to guarantee that it fits the time slot you have and it reflects what happened in the classroom.

› Check if you will need sound equipment and make the necessary arrangements.

› Prepare extra activity worksheets and get some readers from the library to give to students who finish the test before others if there is not a waiting room or supervised area they can go to.

Beginning

Arrange students' desks in a way that they are not too close to see each other's answers.

Developing

Tests are typical examples of summative assessments. They are formal, usually administered at the end of a course or unit, only in few times in a year because they aim to measure students' learning over a period of time. However, they are only one among many other forms of assessments you may use to collect data about students' academic knowledge and English proficiency level. In addition to summative assessments, you may use formative ones. These are informal and ongoing evaluation tasks and activities to monitor progress toward a specific objective. Whether using summative, formative, or both types of assessments, use the results to know more about students' strengths and weaknesses so you can adapt lesson plans, personalize instruction, and choose learning materials to better meet their needs.

Go Further

› For formative assessment ideas, visit https://ftd.li/ut8gpg and https://ftd.li/nbbfso.

› Read about the difference of summative and formative assessments at https://ftd.li/pogkj6 and https://ftd.li/rvaei5.

Classroom Management

› Answer questions students may have about the instructions.

› If students do not know the answer to a question, advise them not to leave it blank. Teach them some strategies, such as to eliminate answers they know are not correct; to pay attention if two alternatives are similar; to look for cues from other questions or from the picture they are looking at. Some suggestions: "Do you understand what you have to do here?", "Which alternatives you know are wrong, so you can eliminate?", "What is the most probable answer?", "[Look at the picture/Read the text] again with more attention. The answer is there."

› Sometimes students only need reassurance, so they ask questions to know if they are correct. In this case, motivate and boost their self-confidence by saying they are capable of answering the questions on their own. If you tell them their answer is right or wrong, students will repeatedly ask for more.

› During the tests, be alert and monitor students by walking around the classroom to make sure students do not cheat or distract other students.

› If some students finish the test before the others and there is not waiting room or supervised area they can go to, tell them to remain silent while other students finish their tests. You may offer them a book to read or a worksheet they can draw, color, or answer without your assistance.

Ending

Dismiss students after they have completed all the test sections.

Tip

After scoring the tests, give feedback to students about the parts they did well and the parts they need to improve as a whole group and individually. For such, you may use the mental and written notes you have taken during the test and write a report card for each student with some personal notes on their performance.

EXAM PRACTICE

Unit 5

Contents
» Content from unit 5

Objectives
» Assess what students have learned in unit 5
» Get students familiar with international exam formats

Materials
» Copies of the exam available at Iônica
» Audio track available at Iônica

Class Plan

In Advance

A few days before:
› *download the exam from Iônica and have copies made;*
› *read the Exam Guidelines available at Iônica in order to familiarize yourself with the exam characteristics and be able to answer students' questions.*

In the previous class:
› *explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions;*
› *discuss test-taking strategies they can use during exams, like time management. Leaving difficult questions to the end is one example.*

Beginning
Arrive before students and check if you have all the necessary materials to start the exam. Check if desk arrangements are adequate: they must discourage students' interaction as well as leave enough space for you to move around to help, if necessary. Remove any poster or other display that can offer answers to the exam questions.

Explain to students the test is divided into three parts: **Reading and Writing**, **Listening**, and **Speaking**. Hand the test out. Tell them to only open the question papers when you tell them to do so.

Developing
Tell students they will start the test. Ask them to, first, write their names and date on the front page of the test.

Reading and Writing
For this section, instruct students that if they need to talk to you, they should raise their hands and wait for you to approach them.

Listening
Before starting this section of the test, advise students that they will hear each part of the exam twice.

Speaking
Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave this section for a second class, if needed.

Ending
Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

EXAM PRACTICE

Unit 6

Contents

» Content from unit 6

Objectives

» Assess what students have learned in unit 6
» Get students familiar with international exam formats

Materials

» Copies of the exam available at Iônica
» Audio track available at Iônica

Class Plan

In Advance

A few days before:
› download the exam from Iônica and have copies made;
› read the Exam Guidelines available at Iônica in order to familiarize yourself with the exam characteristics and be able to answer students' questions.

In the previous class:
› explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions;
› discuss test-taking strategies they can use during exams, like time management. Leaving difficult questions to the end is one example.

Beginning

Arrive before students and check if you have all the necessary materials to start the exam. Check if desk arrangements are adequate: they must discourage students' interaction as well as leave enough space for you to move around to help, if necessary. Remove any poster or other display that can offer answers to the exam questions.

Explain to students the test is divided into three parts: **Reading and Writing**, **Listening**, and **Speaking**. Hand the test out. Tell them to only open the question papers when you tell them to do so.

Developing

Tell students they will start the test. Ask them to, first, write their names and date on the front page of the test.

Reading and Writing

For this section, instruct students that if they need to talk to you, they should raise their hands and wait for you to approach them.

Listening

Before starting this section of the test, advise students that they will hear each part of the exam twice.

Speaking

Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave this section for a second class, if needed.

Ending

Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

environmen
Activity 3
Gabriel is v
Activity 4
a) Z, b) G;

UNIT 7
Lesson 1 | Part 1

Contents
» Vegan food
» Personal account
» Different opinions

Objectives
» Skim and identify main ideas in personal accounts about veganism

Materials
» Student Handbook, pages 74-75

Class Plan

Beginning

Ask students to get together in small groups and write "Changing the World" on the board. Tell them they have one minute to come up with as many things we can do to change the world as possible. When the time is up, ask them to share their ideas with another group and talk about how easy or difficult each idea is to implement.

Developing

Activity 1

Ask students if they have anyone in their family who is vegan. If any of the students do, have them comment on the person's eating habits.

> **Tip**
>
> There might be a number of reasons why someone might decide to go vegan. We only listed a few of them and in very general terms. You can find out more about them here: https://ftd.li/mtqa5e.

Activity 2

After students finish reading, ask students to check their answers in activity 1 and challenge them to come up with three or more items of food that are not consumed by vegans.

Activity 3

Have students retell in their own words what Jessica said about becoming a vegan. Then explain that two people have replied to her text and talked about their own choices regarding veganism: a vegan and a non-vegan. Ask students to guess five content words they believe will be in the vegan's reply and another five in the nonvegan's text. Write them on the board and ask them to read the texts and confirm their predictions.

Activity 4

After students have checked their answers, ask them which of the statements are personal and which are more general arguments which could possibly be used in a discussion (possible answers: personal b, c, g; and general a, d, e, and f).

Activity 5

As students are talking about their opinion, go around the classroom and ask some of them to summarize the group's opinions.

> **Tip**
>
> Point out that starting a vegan diet without discussing it with a doctor is potentially risky. Talk to students about the importance of keeping healthy and getting the right nutrients from our diets.

> **Extra Activity**
>
> After students do activity 6, they can write a short personal account replying to Jessica, Gabriel, or Zara.

Ending

Ask students to imagine the whole world has been vegan for over 100 years now. In pairs, have them list some of the changes they believe the world will have gone through after all this time. Give them an example: Bees are not almost extinct anymore.

Answers

Activity 1
Possible answers: for the animals, for their health, for the environment, for the people.

Activity 3
Gabriel is vegan but Zara isn't.

Activity 4
a) Z; b) G; c) J; d) G; e) Z; f) Z; g) J

Activity 6
a) real story told by the person who lived it.

b) usually written in the first person.

c) readers interested in discussing the topic.

d) written in informal language and may contain errors.

SPEAKING

UNIT 7 • Eating Habits

Contents

» Food habits

Objectives

» Review and expand the language content from unit 7
» Talking about food habits

Materials

» Student Handbook, pages 263-264

Class Plan

Beginning

On the board, set up a Hangman (or similar version) game. The category is "Food." Play one round with the whole group. Then allow students around 8-10 minutes to play the same game in pairs or small groups.

Developing

Activity 1 – Preparation

Divide students into pairs. Each student has a different set of questions. Students should not let their classmates see their questions. First, they have to read the questions carefully and check if they understand all of them. Next, they have to choose five questions to ask during the conversation in activity 2.

Activity 2 – Interaction

Ask students to take turns asking and answering questions they chose in activity 1 to each other. While they talk, walk around the classroom, monitor, and help them as needed. Encourage them to add other ideas and provide complete answers to each other.

Ending

Invite students to share with the group what they have learned about their classmates. Encourage participation.

Answers

Activity 1 – Preparation

Personal answers.

Activity 2 – Interaction

Personal answers.

UNIT 7

Lesson 1 | Part 2

Contents

» Past progressive: affirmative and negative

Objectives

» Understand and use the past progressive

Materials

» Student Handbook, page 75

Class Plan

Beginning

In order to reinforce the content from the previous lesson, do a vocabulary activity followed by a reflection. Divide the board into two halves. On one side write "Vegan Food" and on the other side write "Non-vegan Food." Invite students to go to the board and list foods according to their corresponding category. After they are done, analyze and correct some possible misplaced food items. There will probably be more food items on the vegan side than on the non-vegan half. Talk to students about this and clear up any misconceptions that they may have about veganism.

Here are some facts:

› Burguers can be vegan.
› Vegan people usually eat neither eggs nor honey.
› Fish is meat; therefore, it is not vegan.

Developing

Activity 8

Before completing the sentences, students may find it easier to begin by completing the sentences orally with a classmate.

Ending

Write some times (e.g. 3 p.m., 10 a.m., etc.) on the board and have students guess what you were doing at that moment. This will allow you to check whether students need more practice with using past progressive in English.

Answers

Activity 7

a) period; b) be, was, were, main; c) not

Activity 8

a) wasn't raining; b) were studying; c) Was, playing; d) wasn't listening; e) weren't eating; f) Were, living

Less
Cont
» Intervi
» Role p
» Life ch

Obje
» Discu
» Mak
» Pers

Ma
» Stu
» Au

Cl:
Be
In s
diff
ask

D
A
P
v
a

STEAM PROJECT
Origami Box Challenge | Part 1

Contents
» Origami box

Objectives
» Create origami
» Use language, social and engineering skills to create something

Materials
» Student Handbook, pages 106-107
» Brown papers

Class Plan

Beginning

Distribute some paper and ask students to make a hat, a boat, or an airplane with it. Say they may do this individually, in pairs, or in small groups. Tell them that what is important is that they use only paper. Allow them some time to do it and share what they have done with other classmates. Elicit some of the steps they used to make the boat and the plane and pre-teach the difference between **fold** and **crease**. Ask them if they know what origami is and write some of the words they use to define it on the board. If you find it relevant, explain that ori means **fold** and kami means **paper** and that origami is the ancient Japanese art of creating an object by folding paper. The basic folds, which students probably know and have used to make their hats, boats, or planes, can be used for different shapes and figures.

Developing

Material

Ask students to open Student Handbook and check what their new STEAM challenge is and what material they can use. Elicit why paper is the only material they will have and tell them that although everyone will use the same kind of paper, the size and shape will be chosen by them. Ask them what they think about this project and how easy or difficult they think it will be.

Fine-tuning

If you feel students might benefit from getting some input of what some of the steps in making an origami box may be, show them a tutorial. Make sure they do not follow the steps as they watch the video, though. If they ask you why, show them the different hats, boats, and planes they have created and draw their attention to the many different possibilities they have and talk about how creative and challenging making their own box may be. Here are some suggestions of videos:
• Easy Origami Box: http://ftd.li/wfjsfo;
• Easy Origami Box: http://ftd.li/yzezax.

Hypothesis and Plan

Form groups of two or three students and ask them to predict what difficulties they might have to complete this challenge effectively. Explain that you expect students to speak English throughout the process and allow them some time to consider and review sentences and phrases they believe they might need. You may suggest some as well, such as "Should we fold here?", "Any idea of what we can do now?", and "What if we ...".

Allow students some time to read the questions in this section and start planning how they are going to make their box. Encourage them to take some notes throughout the process so they can talk about their failures and successes. To help them with vocabulary, elicit some useful sentences and write them on the board. Here are a few suggestions:

› We need a 20 x 20 cm piece of paper.

› Fold the square in half.

› Crease the paper firmly.

› Do the same on the other side.

› Bring the corner to the center of the paper.

› Unfold the paper.

› Repeat the process on the other side.

› Bring the sides inwards.

Ending

Ask students to research origami and bring the results to the next STEAM project class.

Topics they can look for:

› The history of origami (where it comes from, who created it, how it became famous around the world).

› Images of different origami objects.

UNIT 7

Lesson 2

Contents
» Interview
» Role play
» Life choices

Objectives
» Discuss different lifestyle choices
» Make inferences in interviews with buskers
» Perspective-taking

Materials
» Student Handbook, pages 76- 77
» Audio track

Class Plan

Beginning
In small groups, ask students to take turns saying as many different musical instruments as possible. As they finish, ask them to talk about their favorite sounds in music.

Developing

Activity 1
Point out that in lesson 1 students learned about vegans who are trying to change the world with their attitude towards food. In this lesson, students are going to learn about people who live outside the formal employment market. In their own singular way, they too make urban spaces more diverse.

Activity 2
Focus students' attention on the pictures and ask them what other unconventional instruments they could add to this activity.

Activity 3
Explain to students that some of the questions will be in the present and some in the past. If you feel it is necessary, go through the items with them and decide collectively the appropriate verb tense to be used in each one.

Activity 4
Encourage students to underline the justification for their answers. After they listen to the audio, ask them which of the three buskers they would like to see performing and why.

Audio Script • Track 31

Jo
Reporter: When did you become a busker?
Jo: About ten years ago.
Reporter: What instrument do you play?
Jo: A wooden box. Originally, it comes from Peru and you hit it with your hands and fingers.
Reporter: Why did you start playing this instrument?
Jo: I was travelling in South America and I saw someone playing it. It looked like a lot of fun, so I decided to buy one when I got back.
Reporter: Why did you become a busker?
Jo: I love playing this instrument, it's unusual and I wanted to play to as many people as possible.
Reporter: Do you recommend busking to other people?
Jo: Well, it's not always easy. The weather can be bad and then you don't make any money. But most of the time people are really nice and I enjoy being with people.

Shaun
Reporter: When did you become a busker?
Shaun: In 1996.
Reporter: What instrument do you play?
Shaun: A saw. People can't believe that something you use to cut things can make music!
Reporter: Why did you start playing this instrument?
Shaun: My Dad played it, so while I was growing up, I saw him playing all the time. When I was fourteen, he started to teach me and I'm still playing today.
Reporter: Why did you become a busker?
Shaun: Believe it or not, there aren't many opportunities to make money when you play a saw! So busking was my only choice.
Reporter: Do you recommend busking to other people?
Shaun: Of course, it's great! You get to live outdoors, meet new people, and entertain them. I love it!

Sinem
Reporter: When did you become a busker?
Sinem: When I was 18.
Reporter: What instrument do you play?
Sinem: Spoons. People think it's crazy that you can make music with something you eat with, but I can do it!

► **Reporter:** Why do you start playing the instrument?
Smem: I'm [Romani], and my instrument is a [traditional part of our folk music].

Reporter: Why did you become a busker?
Smem: I love [sharing the music of my country with] people. I have performed at [many music festivals] around the world, and it makes me really proud.

Reporter: Do you recommend busking to other people?
Smem: [Yes], [it's] a career [about choosing the] right place to do it, and when you find it, you can have a great time.

Activity 5

After checking students' answers, ask them to underline all the positive and negative aspects of busking mentioned by [us], Shaun, and Smem. Encourage them to use this information when they are discussing the questions in the SEL box.

SEL: Taking Perspective

Before students engage in the discussion with a classmate, allow them some thinking time to consider what they are going to say. When they have exchanged their opinions in pairs, have two or three volunteers report on their conversation. If you think it relevant, ask students whether knowing more about busking has changed their previous views.

Ending

Ask students to walk around the classroom in pairs and find one item which they can make music with. Give them an example, such as "We can use pens as drum sticks."

Answers

Activity 3

a) When did you become a busker?

b) What instrument do you play?

c) Why did you start playing this instrument?

d) Why did you become a busker?

e) Do you recommend busking to other people?

Activity 4

a) A wooden box. Shaun: A saw. Smem: Spoons.

Activity 5

a) She was traveling in South America.

b) All the time while he was growing up.

c) Shaun. Because he doesn't mention any negative aspects of it.

SEL: Taking Perspective

Possible answer: It's a choice that is different from the mainstream job market. By understanding and respecting this lifestyle choice, we can build a more inclusive society.

UNIT 7 • Street Performers

Contents

» A web series documentary about buskers (street performers)

Objectives

» Learn how a famous Australian "one-person band" became famous
» Predict content of audio through discussions based on pictures
» Demonstrate comprehension of general and specific information
» Reflect and comment on content of audio

Materials

» Student Handbook, pages 239-240
» Audio track

Class Plan

Beginning

Ask students to think of different professionals and people who work outdoors. Tell them to choose one and when you say "Get set, ready? Go!" they should pretend they are those people working in the streets and mime the actions. Walk around and guess what they are doing.

Developing

Activity 1

Have students open their books to page 239 and explore the images. Ask a volunteer to read the questions and help them with language if necessary. Pair students up and have them discuss the questions for a few minutes and then invite a few students to share interesting information with the whole group.

Activity 2

Address students to the activity. Go over the instructions and the sentences. Explain to students you will play the audio once for them to complete the activity and a second time to double check their answers. Play the audio twice and then check with the whole group. Write the answers on the board.

Activity 3

Ask students to read the instructions and the sentences individually. Explain to students you will play the audio

one more time for them to complete the activity with the correct word. If necessary, play a second time. Check the answers with the whole group and write them on the board.

Audio Script • Track 7.1

Tash Sultana: No, if I didn't have this opportunity to do this in my city, I really don't know what I would do. It's helped me so much, like, people see me on the street and they come to my gigs and, like, my gigs are just like progressively gotten bigger. I went from playing in front of, like, four people to, like, rooms of 400 people now.
Narrator: Street performers of all kinds are collectively known as buskers. Melbourne is famous for them, so we've uncovered the stories behind these buskers and we want to find out just what it takes to busk on the city streets.

Best Busker Interviews. "Tash Sultana – Busker Stories Episode 1 (Street Music) Documentary Webseries." YouTube. July 27, 2016. Accessed November 18, 2019. https://www.youtube.com/watch?v=L2BSetAUL20&list=PLVT0OJbkKh__mcJ2BYEnHKXWOGn8Sodpu&index=1. Excerpt from 0:00 to 1:00.

Activity 4

Tell students that they will listen to the second part of the program. Have them read the instructions and the sentences. Explain to students you will play the audio once for them to complete the activity. If necessary, you can play it a second time. Have students compare their answers in pairs and then check them with the whole group. Write the answers on the board.

Audio Script • Track 7.2

Tash Sultana: My name is Tash Sultana, and I'm a professional street performer. I play, like, let me say, roots or alternative roots, reggae, folk ... ish. That's it, yeah. Maybe I'll just say alternative. I started busking because I was really broke. I'd just finished school and I didn't really ... I knew what I wanted to do, but I didn't have a lot of direction and I didn't have any income at all, so I was kind of just getting kind of down on, like, not having anything to do, so I'm uh let me start going busking and that's when I got, like, like the whole passion for busking.

Best Busker Interviews. "Tash Sultana – Busker Stories Episode 1 (Street Music) Documentary Webseries." YouTube. July 27, 2016. Accessed November 18, 2019. https://www.youtube.com/watch?v=L2BSetAUL20&list=PLVT0OJbkKh__mcJ2BYEnHKXWOGn8Sodpu&index=1. Excerpt from 2:03 to 2:42.

Activity 5

Arrange students into small groups and address them to the activity. Invite a volunteer to read the questions and help with language if necessary. Allow groups enough time to discuss their opinions. After some time, open it up to a whole class discussion.

Ending

Divide students into small groups and have them share the kind of music they would play if they were street musicians.

Answers

Activity 1

a) The photos show artists performing in the street.
b) Personal answer.
c) Personal answer.

Activity 2

a

Activity 3

c

Activity 4

a) professional; b) alternative; c) busking; d) passion

Activity 5

Personal answers.

STEAM PROJECT

Origami Box Challenge | Part 2

Contents

» *Origami* box

Objectives

» Use language, social and engineering skills to create something

Materials

» Student Handbook, pages 106-107
» Students' research results
» Brown papers

Class Plan

Beginning

Students get together in groups and use the beginning of the class to show their research about *origami*. Ask them to compare results.

Developing

Test

Have students read the instructions in this section, ask them to get the paper they need, and allow them enough time to try making their *origami* box. Remind them of the importance of creasing the paper firmly so it stays in place. As they experiment with different possibilities, walk around the classroom and ask about their work.

Welcome any questions students might have, but do not give them any answers. Instead, ask them what they have already done and what they have not tried yet. Also, encourage students to look at any failures they experience during the process as an experience to be analyzed.

Ending

Evaluation

Ask students to exchange their box with another group. Encourage them to look critically at their classmates' box and give them written feedback on how resistant it is. Remind students to give feedback both on what the other group should keep and what could be improved in the next test. The questions in this section should be used as a checklist.

Lesson 3 | Part 1

Contents
» Crafts
» Craftivism

Objectives
» Naming different crafts
» Listen for the main ideas in a talk about craftivism

Materials
» Student Handbook, pages 78-79
» Audio track

Class Plan

Beginning
Put the following questions on the board and ask students to talk to two or more classmates about them.
› When was the last time you saw street art?
› What was it?
› How would you describe it?
› Was it colorful?
› Did you like it?

Developing

Activity 1
To get started, have volunteers describe and comment on different pictures. After they have done the matching, they may check their answers in the Word Bank.

Activity 2
Depending on where students live, they may be more or less familiar with the forms of craftivism in this lesson. If they show interest in this kind of activism, you could form small groups and have each group do some image searches on one of the people or movements mentioned in this activity. They could then sit in new groups and comment on what they have seen.

Activity 3
After students have exchanged their ideas with a classmate, have them look at the photos and guess how their ideas and the pictures are connected.

> **Tip**
>
> Talk to students about the search engines they use and how efficient they feel they are at searching for things on the internet. Help them scan the search terms they might use to find more nonverbal information about the craftivists mentioned in activity 3. Possible answers: Get Crafty for Our Climate; Juliana Santa Cruz Herrera; Craftivist Collective; paper birds; Wide Fund for Nature. If you find it relevant in your group, have different groups use different search engines and then compare results.

> **Tip**
>
> You can find out more about what drives craftivists here: https://ftd.li/eiwqwn.

Activity 4
Explain to students that in the 1964 Walt Disney movie, *Mary Poppins*, the nanny tried to persuade the children to enjoy the task of organizing their room with a bit of magic while she was singing a song that said: "a spoonful of sugar helps the medicine go down." If possible, show them the movie scene it makes reference to. Ask them what they think Mary Poppins means by "a spoonful of sugar helps the medicine go down." If necessary, explain that some medicines used to taste very bad in the past and if you added some sugar to them, children would take the medicine more easily. Say that the comparison made is that adding some fun to a boring task might make it easier to accomplish. Ask students to what extent they agree with this idea. Finally, have them take notes of what they think Sarah Corbett means by the title of her talk.

Activity 5
Have students read the statements before they listen to the audio. You may encourage them to take a guess and explain their reasoning to a classmate. After listening, they can comment on their guesses.

GRAMMAR

UNIT 7 • Yes-No Questions

Contents
» Yes-no questions
» Past progressive

Objectives
» Review and expand the grammar content from unit 7
» Practice using yes-no questions and past progressive

Materials
» Student Handbook, pages 224-225
» A piece of paper

Class Plan

Beginning

Organize students into pairs. One of the students thinks of something they were doing yesterday and writes it on a piece of paper. Their classmate asks them yes-no questions and tries to guess what that student was doing. Then they switch roles. If time allows, have them switch pairs to continue talking.

Developing

Activity 1

Review the rules for the past progressive and **-ing** spelling if necessary. Explain to students that they have to use the verbs in the box to complete the sentences using the correct form in the past progressive. When they finish, ask some volunteers to read the sentences aloud to check the activity.

Activity 2

Ask students to look at the pictures to answer the questions. All the answers require the use of the short form. When they are done, have them compare the activity in pairs. Ask some pairs to read the sentences aloud and check the activity with the whole group.

Activity 3

Ask students to read the actions in each item and look at the pictures. Based on that information, they need to complete the conversations accordingly, using structures in the past progressive. When they finish, ask them to compare their answers in pairs. Ask some pairs to read the conversations aloud and check the activity with the group.

Activity 4

Ask students to look at the table and answer the questions. When they finish, ask some volunteers to read questions and answers aloud to check the activity.

Ending

Organize students into two groups. Explain to them they need to guess where you were (yesterday afternoon), what you were doing, and whom you were with. They can only ask you yes-no questions. The group that guesses correctly first wins the game.

Answers

Activity 1

a) was eating; b) was waiting; c) was drinking; d) were protesting; e) were preparing; f) were talking

Activity 2

a) No, he wasn't; b) Yes, she was; c) Yes, I was; d) No, they weren't.

Activity 3

a) Was she talking on the phone/wasn't/was she doing/was checking her messages

b) Were [...] buying fruit and vegetable/No, we weren't/you doing/were buying eggs

c) Were you playing soccer/wasn't/were you doing/was reading a book

Activity 4

a) Phillip; b) Yes, he was; c) No, she wasn't; d) Demi.

UNIT 7

Lesson 4 | Part 1

Contents
» Manifesto – part I

Objectives
» Read and analyze characteristics of manifestos
» Generate and select ideas for a manifesto
» Create a manifesto

Materials
» Student Handbook, pages 80-81, 175
» Cardboards, colored pens, and glue

Class Plan

Beginning

Ask students to look at the image on pages 72 and 73. In pairs, have them talk about how changing the world is represented in it and ask them to create a new title for this unit. Finally, tell them to share it with other classmates and select the three best new titles. You could then have a group discussion about the impact some of the ideas in this unit had on their understanding of activism.

Developing

Activity 1

Make sure students understand they should not read the text. You may ask them questions to help them focus on the nonverbal elements, such as "How many colors are there?" and "Does each line have a different color?"

Activity 2

After checking students' answers, ask them to go through the text and identify the arguments used to defend the idea of craftivism. Possible answers: it raises awareness; it helps people share their ideas in a friendly way; it celebrates traditional skills in new ways; it creates room for conversations about touchy topics; it is a useful tool of peaceful, proactive, and political protest; it is done by individuals and not machines; it creates part of the warmer, friendlier, and more colorful world craftivists want to see in the future.

Think Tank

Encourage students to look critically at their local environment and point out some of the problems that they could try to draw their community's attention to. Ask them to take quick notes on their ideas.

Activity 3

Remind students to consider the arguments they can use to make their manifesto more consistent. After they have written their text, ask them to show it to another group and have them evaluate their production in terms of content and suggest how to improve it.

Ending

Give each group some cardboard, some colored pens and glue. Instruct them to paste their manifesto on the cardboard and give them some time to decorate it. Tell them to leave a space for their classmates' written feedback.

Answers

Activity 1
b

Activity 2
a) A manifesto. b) Make a public statement.
c) A general audience.

SPEAKING
UNIT 7 • What Is in Your Trash Can?

Contents
» Waste habits

Objectives
» Review and expand the language content from unit 7
» Talk about waste habits

Materials
» Student Handbook, page 265

Class Plan

Beginning

Write "3 R's" on the board and check if students remember what it means (reduce, reuse, recycle). Invite them to share some examples for each category and list them on the board.

Developing

Activity 1 – Preparation

Individually, students draw or write the name of items and the corresponding amount that usually go into the trash can in their house.

Activity 2 – Interaction

Divide students into pairs. Explain that they are going to take turns explaining what is inside their trash can. While one student explains, the other takes notes of the item, classifying them in the correct category as mentioned in activity 2. They can ask follow-up questions if the information is not clear enough. Walk around the classroom, monitor, and help them as needed.

Ending

Invite students to talk about what they learned about their classmates' waste habits. Encourage them to mention how much of their own and their classmates' trash could be reused or recycled and how.

Answers

Activity 1 – Preparation

Personal answers. Suggested answers: used paper sheets, food remains, plastic packages, boxes, etc.

Activity 2 – Interaction

Personal answers.

UNIT 7

Lesson 4 | Part 2

Contents

» Manifesto – part II

Objectives

» Read several manifestos
» Give positive feedback to classmates' written manifestos

Materials

» Student Handbook, page 81

Class Plan

Beginning

Elicit and board samples of positive feedback. Leave the list on the board:

> Great job!
> Very interesting!
> This is very cool!
> I like these ideas.
> Very well written and/or presented.
> Congratulations!

> Your hard work paid off.
> You can be proud of yourselves.
> Fantastic!
> I am impressed.

Developing

Activity 4

In this activity you could have students from different groups work together so they can exchange views about the different manifestos on the spot.

Extra Activity

Have students walk around and read all the manifestos. Guide them to write positive feedback plus any other comment they wish to make as long as it is helpful and respectful.

Activity 5

Have students answer the questions in the same groups as the previous activity.

Ending

Ask students to write a list of what they enjoyed and learned in this unit and share it with their classmates.

Origami Box Challenge | Part 4

showcased, organize stations that have students from different groups.

Contents

» Origami box

Objectives

» Give instructions on how to build an origami box
» Take notes with feedback for another group

Materials

» Student Handbook, pages 106-107
» Students' research results
» Students' origami boxes

Class Plan

Beginning

Explain to students they are going to present their work to the classmates as if they were at a STEAM fair. They should show their origami box to the group and talk about the functions their box might have. As the process is also part of the presentation, after all the boxes have been

Developing

Presentation

Explain that this will be a hands-on experience and that, at these stations, students should teach their new classmates how to build their box. Reinforce the idea that you expect them to use English in this presentation and say that they may refer to their notes whenever necessary.

Then groups take turns presenting their projects. Set a time limit for the presentation. Make sure they explain how to build an origami box.

Ending

Once the presentations are finished, students talk about their experiences with the STEAM projects: Did they like it?, What did they think about team work?, and What did they learn from it?

UNIT 7 • Songs with a Cause

Contents
» Music and songs
» Songs with a cause
» Metaphors in songs

Objectives
» Discuss the reasons we listen to music
» Read song lyrics extracts to identify the main message and find implicit information
» Identify metaphorical meaning in songs
» Discuss the effectiveness of songs as a way to fight for a cause

Materials
» Student Handbook, pages 196-198

Class Plan

Beginning

Ask students the following questions "When do you listen to music?", "What kind of music do you listen to?", "How much time do you spend listening to music?" They can discuss these questions in pairs; then you can open the discussion for the whole group. Ask them why they think people listen to music. Get some key ideas and write some key words on the board.

> **Tip**
>
> You can collect the words students provide to create a word cloud. You may use one of the following online tools for that.
> • Wordclouds: https://ftd.li/9iieoh;
> • Wordart: https://ftd.li/6q2nmn.

Developing

Activity 1

Show students the word cloud and have them compare it with the words they came up with at the beginning part of the class. Encourage them to provide examples to explain those words. They can do the task in pairs before they share their ideas with the whole group.

> **Tip**
>
> You can find some useful ideas about the importance of listening to music at the link below.
> • Aditya Shukla, "The Importance Of Music: When and Why we listen to music": https://ftd.li/i6o2df.

Activity 2

Explain the activity before students start reading the songs. Ask them if they know the songs and artists. Also, ask if they knew what the songs are about. Allow them time to work individually first and then compare their answers in pairs. Collect feedback from the whole group. Provide students with some useful expressions to encourage their discussion. For example, "In ['Scar to Your Beautiful'], [Alessia] talks about ...", "I guess that ['Scar to Your Beautiful'] is about ...", "It seems that ['Scar to Your Beautiful'] is about ...", "Both songs talk about ...." etc.

Activity 3

Read the items with students and explain what they need to do. Start the task with them before they start working in pairs. Give an example of what is expected from them. Allow them some time to complete the activity and check it with the whole group.

Activity 4

Remind students that in songs, just like in poetry, there might be metaphorical meaning in the lyrics. Read the definition of **metaphors** with them. Have them focus on the words underlined. These words do not have their literal meaning in the extracts, but rather a metaphorical one. They can do the activity in pairs and then check their answers with another pair before the correction.

Activity 5

Read the rubrics and the extracts of the lyrics with students. Have them rewrite the sentences using the standard rules of English. Talk to students that using features of oral language in poetry, literature, and songs is normal. Have them think about some examples in Portuguese.

Activity 6

Write on the board "Songs with a cause." Have them explain what a **cause** is and then elicit what common causes are expressed in songs. It can be any song, in English, Portuguese or any other language.

List students' contributions on the board and save them for the final discussion. Encourage students, if possible, to provide examples of songs with a cause they know.

Ending

Activity 7

Ask students to read the question. The technique of pyramid discussion can be applied for students to gain confidence. Ask them to start the activity by listing their ideas individually. Then, in pairs, they exchange what they have. Next, pairs become small groups for the discussion to get more engagement. Finally, from small groups to the big group.

Answers

Activity 1

Personal answers. Possible answers: enjoyment, relaxation, trigger sensations, not to be bored, social bonding. You can find more options in the article suggested in the Tip box.

Activity 2

Personal answers. Possible answers: both songs talk about beauty standards imposed especially on women, and the stress and pain that result from trying to meet such standards.

Activity 3

a) Blonder hair; flat chest; TV says bigger is better; South beach, sugar free; Vogue says "Thinner is better."

b) "She has dreams to be an envy, so she's starving"; "She don't see her perfect, she don't understand she's worth it Or that beauty goes deeper than the surface"; "Ain't got no doctor or pill that can take the pain away/The pain's inside and nobody frees you from your body/It's the soul, it's the soul that needs surgery."

c) "So to all the girls that's hurting/Let me be your mirror, help you see a little bit clearer/The light that shines within"

Activity 4

Possible answers:

a) let me tell you what you really look like.

b) the word **surgery** is used to refer to improvement/change, and not the actual surgery performed in a body.

Activity 5

a) She doesn't see, she doesn't understand

b) There is no doctor

Activity 6

Possible answers: the environment, human rights, equal rights for minority groups, gun control, end of wars and other kinds of violence, end of racism, freedom of speech etc.

Activity 7

Personal answer.

STEAM

UNIT 7 • Social Causes

Contents

» Social causes
» Podcast

Objectives

» Reflect on and talk about a social cause to defend
» Create a script for a podcast to raise awareness for a cause
» Record the podcast and present it to students

Materials

» Cell phones or tablets (to record the podcast)
» Draft sheets of paper (some per groups of four students)
» Sample of podcasts for raise awareness (you can find some at http://ftd.li/xkrepy or http://ftd.li/g3ms9m – we highly recommend that you listen to the entire podcasts in advance to choose the parts you want to play to students)
» Pictures of people fighting for different causes in different ways (public demonstrations, singing, doing art, recording a video, an audio clip, etc.)

Class Plan

Beginning

Show students the pictures and ask them what people are doing and what they are fighting for. Have students share some ideas. Ask how we can become activists for a cause, what we can do to raise awareness among people about a problem. You can give them some examples.

Developing

Ask students if they listen to podcasts, if so, which ones. Have them share their experiences. Ask students if they think a podcast is a good way to raise awareness of a cause. Listen to their contributions. Have them reflect that people can listen to podcasts at almost any time from nearly anywhere.

Play the samples of awareness-raising podcasts and ask students some comprehension questions. Some podcasts are more than 30 minutes long. You can play students only a few minutes so that they can become familiar with the format.

Explain to students that they are going to choose a cause they want to fight for and make a short podcast to raise people's awareness about the cause. Their podcasts can be 1 to 2 minutes long.

Organize students into groups of four or five. Have them think about a social cause that needs to be better addressed. Ask students to choose a topic that matters to them. They can use their cell phones or tablets to do quick research, if possible.

Give each group some draft paper. Explain that they are going to write the script for their podcast. They have to plan what they are going to talk about. For example, what the cause is about, why it is important for our society, what pieces of information about the topic they have, etc. Also, have them think about a catchy phrase or expression for their podcasts and a name for the show. Monitor and help them as needed.

When students finish their scripts, ask them to change to another group. They have to provide ideas for improvement and proofread the other group's script. Then they proofread their own texts again, make the amendments they want to, and write their final version. Monitor and help them as needed.

Once students have finished their scripts, have them record the podcast. You can have groups doing it in different rooms, if possible (to avoid noise). If you run out of time, you can assign it as homework, and they can present it in another class.

Ending

Play the students' podcasts and have the groups talk about it. Ask them why they chose that cause and let them share their ideas. If possible, make their podcasts available to the school community and families.

UNIT 8

Lesson 1

Contents

» Women in technology
» Online article
» Personal bio
» Impulse control
» Simple past vs. past progressive

Objectives

» Skim and infer meaning from context in an online article about women in technology
» Use the simple past and past progressive
» Learn about the five-minute rule

Materials

» Student Handbook, pages 84-85

Class Plan

Beginning

Ask students to form pairs and take turns saying words and names they relate to technology. The winner is the last one to say a word. As they finish, ask them to find a new classmate and play it again.

Developing

Activity 1

Carry out this activity with the whole group with books closed.

Activity 2

Books can be closed. Elicit what students understand by **computer science** and, if necessary, explain that this is a vast area including robotics, computer game development, artificial intelligence, software and web development, etc. Encourage them to explain why, or why not, they see themselves or not studying computer science.

Activity 3

If students have not opened their books yet, begin by eliciting the layout and characteristics of both interviews and online articles, and say they are about to read one of these. Explain that the aim of this activity is to identify the genre of the text, ask them to open their books, and give them no more than a minute to answer. Tell them to tap on their desk as soon as they know the answer.

Activity 4

Ask students to read the text a second time and do the matching.

> **Tip**
>
> Depending on the group, it might be better to ask students to do both activities 4 and 5 at the same time. This way, they will probably focus longer on the text as they have to infer the meaning of the words from the context.

Activity 6

Ask students to read the instruction and the questions and negotiate with them how long they will have to read the text and answer the questions. When they finish, tell them to compare their answers with a classmate and, if necessary, justify their answers making reference to the text.

Activity 7

Ask students to justify their answers based on characteristics and information in both texts.

Activity 8

Allow students some time to point out how the two texts are related.

Activity 9

If you find it relevant for the group, ask students to look at the Grammar section to check their answers.

Ending

Write on the board the following question: "Have you ever been cyberbullied?", "Do you think there is a way we can stop it from happening?" Have students discuss their answers in small groups.

Activity 3

b

Activity 4

c; b; a

Activity 5

a) gender gap; b) ratio; c) upbringing; d) to back up;
e) founder

Activity 6

a) 18-year-old innovator, social entrepreneur, global advocate, and inventor.

b) It detects and stops online hate at the source, before the bullying occurs, before the damage is done.

c) They decide not to post an offensive message.

Activit 7

b; a

Activity 8

Possible answers: both texts refer to women in the technology industry; the first text talks about the ratio of men and women in tech conferences, and the second one talks about a woman whose software has helped to decrease cyberbullying, a problem created by technology; the first text mentions the poor representation of women in computer science for girls to identify with, and the second text is a bio of a woman who started in tech at a young age.

Activity 9

a) past progressive; was happening

b) simple past; finished; repeated; true

Activity 10

a) was working; b) won

Less

Conte
» Intervie
» Video p
» STEM

Obje
» Discu
   the u
» Inter
» Recc

Ma
» Stu
» Ce

Cl
Be
As
th
sc
m

UNIT 8
Lesson 2 | Part 1

Contents
» School subjects
» STEM

Objectives
» Naming school subjects
» Learn important facts about STEM

Materials
» Student Handbook, pages 86-87, 166
» Audio track

Class Plan

Beginning
Ask students what they remember about Trisha and elicit the school subjects they believe helped her develop the ReThink technology.

Developing

Activity 1
To encourage students to get some extra practice speaking English, ask them to do this activity in pairs and talk about what they like or don't like about each subject as they detach the stickers.

Activity 3
After students have done the activity, ask them what other possibilities of abbreviation would be possible with the first letters of these school subjects (METS, TEMS, SETM, ESMT) and why they think STEM was chosen as this group of subjects' abbreviation.

Activity 7

> **Audio Script • Track 35**
>
> A new analysis published today has tipped on its head the idea that girls tend to drop out of science, technology, engineering, and maths subjects at school because they don't do as well as the boys.

The report shows they do perform just as well in the so called STEM subjects.

Crealy, Louise. "New Study Confirms Girls Perform Just as Well in STEM Subjects as Boys." ABC Radio. September 25, 2018. Accessed November 18, 2019. https://www.abc.net.au/radio/programs/am/newstudy-confirms-girls-perform-just-as-well-in-stem-as-boys/10305950. Excerpt from 0:00 to 0:15.

> **Tip**
>
> If you want more information about the analysis mentioned in the audio, you may visit https://ftd.li/39mf4e.

Ending
In groups, students may share the tips they heard in the videos and select their top five.

Answers

Activity 1

a)
b)
c)
d)
e)
f)
g)
h)
i)
j)
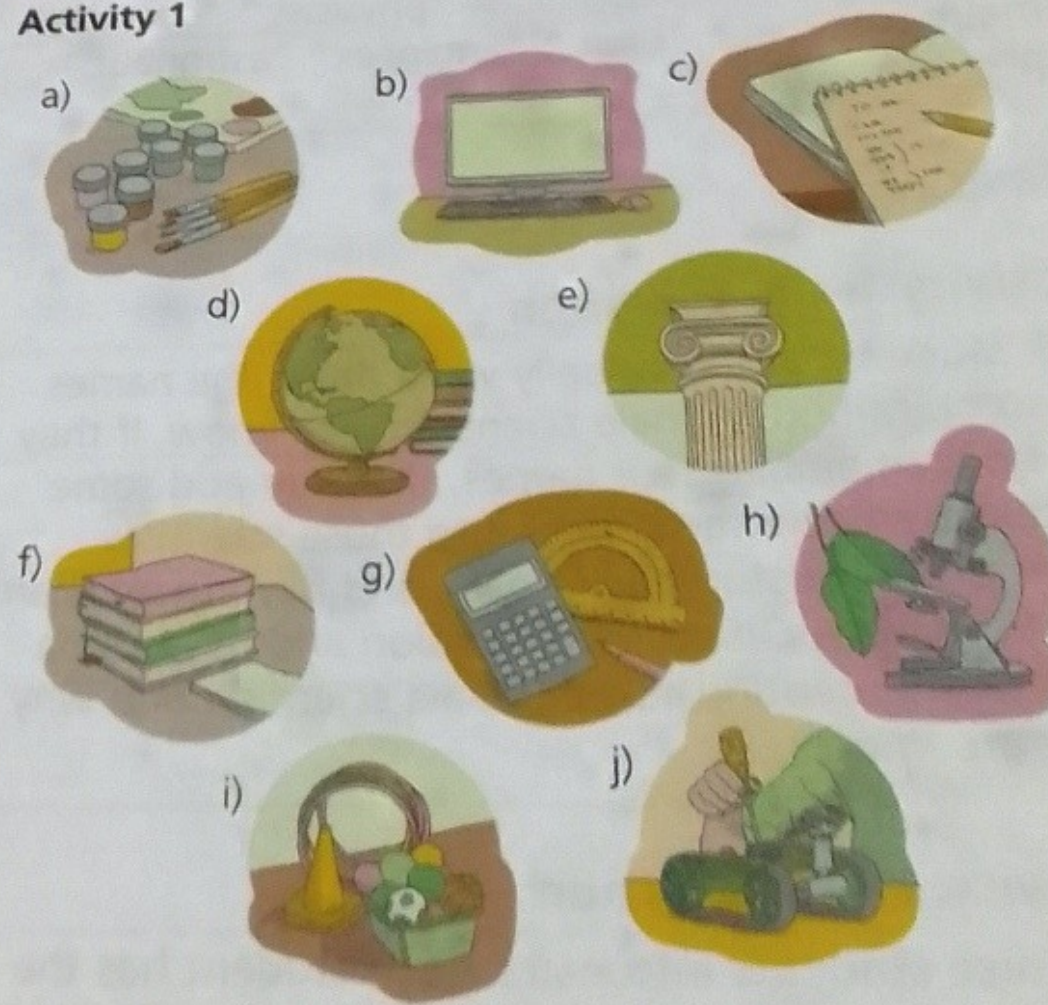
Activity 3
a) science; b) technology; c) engineering; d) math

The abbreviation formed is STEM.

Activity 4
Computer science, math, natural sciences, and robotics.

UNIT 3

Lesson 2 | Part 2

Contents

- Interview
- Video presentation
- STEM

Objectives

- Discuss questions related to the main topics of the unit
- Interview a STEM teacher
- Record a video with study tips

Materials

- Student Handbook, page 89
- Cell phone video

Class Plan

Beginning

Ask students to do quick drawings of what comes into their minds when they think of each of the following school subjects: science, technology, engineering, and math. Have students share their drawings and explain the reason beneath each drawing in small groups.

Developing

You may take the opportunity to ask students to share their journals and encourage them to form a Student Research Group, grouping students who are good at some subjects with others who would like to have some help.

Activity 11

Ask students to read the guidelines and recommend that they relate them in order to get a good result. If you find it relevant, elicit how they believe the organization of their notes on the tips given in the interview as well as their research will be important to make a clear and helpful presentation. The videos may be presented in class, in small groups.

Ending

Have students share the main challenge they found during this communication activity with a classmate. Together they brainstorm possible solutions for their challenges.

Ask a Friend | Part 1

Contents
» Chapters 1-3 of the book Ask a Friend

Objectives
» Talk and write about the book characters using the simple present
» Talk about themselves using the simple present

Materials
» Graded Reader – Ask a Friend

Class Plan

Beginning

Ask students to describe the picture on the cover of the book and guess who the characters are.

Developing

Allow time for students to read chapters 1-3 of the book. After reading, they should get into pairs and discuss what has happened and who the characters are.

Then students should describe the characters in the story using present simple sentences and write these sentences in their notebooks so as to use them as examples for the next activity.

Example sentences:
› Aisha is a 14-year old refugee from Syria.
› Janie is a Canadian school girl.

To make sure students talk about all the characters in the book, assign different characters to different students or have them choose the characters themselves.

List on the board the types of facts the book presents about the characters in the story and help students choose which ones are interesting to talk about and share. Once students decide on what is interesting to talk about, they write similar simple present sentences about themselves and/or their family members, pets etc. Set a minimum/maximum number of sentences based on what you expect them to produce.

As students may already know each other, encourage them to write sentences talking about an interesting fact or something most students might not know about them

Invite students to share the sentences they wrote about themselves with a classmate. He/She should take notes and later share with someone else what he/she learned about their classmates.

Ending

Based on the sentences students have written about themselves, have them say which character in the story they feel they are most similar to and why.

Ask students to do the after-reading activities related to chapters 1-3.

READER

Ask a Friend | Part 2

Contents

» Chapters 4-5 of the book *Ask a Friend*

Objectives

» Review the story students have read and work with sequencing of events
» Use the simple past to talk about the story events
» Make a timeline

Materials

» Graded Reader – *Ask a Friend*

Class Plan

Beginning

Write on the board a couple of events that happened previously in the story such as "Aisha asked Janie to come to see her family.", "Janie helped Aisha when Sam Brown bullied her." and ask students if they remember in which order they happened. Number these events in the order they appeared in the story.

Correct order:

1) Janie helped Aisha when Sam Brown bullied her.

2) Aisha asked Janie to come to see her family.

Draw a timeline on the board and ask students if they know what a **timeline** is. Write the numbers on the timeline and also the events in the correct order. Leave the timeline on the board to model the structure for the next activity.

Developing

Allow time for students to read chapters 4 and 5 in the book. Then give students some time to write down the most important events in the story so far. They may use the reader to check the events and list them in their notebooks. Monitor students' work and help students whenever necessary. Make sure they follow the example sentences using simple past.

To avoid students writing about the same events in the story, assign different pages of the book to different trios or have them choose the pages themselves.

In trios, students share their sentences and together, they draw a timeline of the most important events in the story so far. Ask every student from the trio to take notes and draw a timeline in their notebooks, as they will later quiz other students individually.

Have students go around the classroom and quiz others on what happened first in the story. Invite students to talk to as many people as they can. Write a conversation model to help them on the board:

A: "Hi there, what happens first: Janie helps Aisha when Sam Brown bullies her or Aisha asks Janie to come to see her family?"

B: "I think Janie helps Aisha when Sam Brown bullies her."

A: "Yes, you're right!" or "I'm sorry, you're wrong."

B: "Now I'm next. What happens first ..."

Ending

Have students share their opinion and say what they think the most important event for the story in chapter 4 and 5 is.

Ask students to do the after-reading activities related chapters 4-5.

Activity...
Audio
I want
Europ
alteri
techi

Liuk
http

TI

Al
th

UNIT 8
Lesson 3 | Part 1

Contents

» Coding language
» TedTalk audio

Objectives

» Listen for the main ideas in a talk about coding

Materials

» Student Handbook, pages 88-89
» Audio track

Class Plan

Beginning

Ask students to sit back to back and write the following words on the board: "language," "punk music," "money." The ones looking at the board have to define the words and help their classmate guess them. Ask them to swap, and write three more words: "imagination," "computers," "magic."

Developing

Activity 2

Encourage students to exchange and justify their opinions with two or more classmates.

Activity 3

Before playing the audio, have students read the topic of the audio and ask them what arguments they believe she will mention.

Audio Script • Track 36

Code is the next universal language. In the seventies, it was punk music that drove the whole generation. In the eighties, it was probably money. But for my generation of people, software is the interface to our imagination and our world. And that means that we need a radically, radically more diverse set of people to build those products, to not see computers as mechanical and lonely and boring and magic, to see them as things that they can tinker and turn around and twist, and so forth.

My personal journey into the world of programming and technology started at the tender age of 14. I had this mad teenage crush on an older man, and the older man in question just happened to be the then Vice President of the United States, Mr. Al Gore. And I did what every single teenage girl would want to do. I wanted to somehow express all of this love, so I built him a website, it's over here. And in 2001, there was no Tumblr, there was no Facebook, there was no Pinterest. So I needed to learn to code in order to express all of this longing and loving. And that is how programming started for me. It started as a means of self-expression.

Liukas, Linda. "Uma maneira prazerosa de ensinar às crianças sobre computadores." TED. Accessed November 18, 2019. https://www.ted.com/talks/linda_liukas_a_delightful_way_to_teach_kids_about_computers?language=pt-br#t-38734. Excerpt from 0:05 to 1:34.

Activity 4

Check whether students understood who Al Gore is. If they have not, challenge them to find this out the next time you play the audio.

> **Tip**
>
> Al Gore, vice president of the United States between 1993 and 2001, became famous worldwide after the documentary An Inconvenient Truth, which is about his campaign to raise people's awareness about global warming. The documentary was released in 2006 and in 2007 he was the co-winner of the Nobel Peace Prize. To know more about Al Gore, read a fact file about him at https://ftd.lily2vpg3.

Activity 5

Have students read the statements before they listen to the audio again.

Activity 6

If necessary, play the audio again.

> **Fine-tuning**
>
> Students who have already circled the appropriate options in activity 6 may take a few notes about how Linda introduces her topic and what she says about herself. They may then share their notes with the group.

Activity 7

Audio Script • Track 37

I want to make sure that all young women in Europe see all the magical, radiant, perspective-altering possibilities that technology, and a career in technology, will offer.

Digital Single Market. "'Digital Champion' Finland: Linda Liukas." YouTube. May 8, 2013. Accessed November 18, 2019. https://www.youtube.com/watch?v=3Z-ICCQNj98&feature=youtu.be. Excerpt from 0:08 to 0:17.

Think Tank

Allow students some time to share their ideas after they have discussed the questions in small groups.

Ending

Have students write three questions about coding to Linda Liukas using wh-questions. To help students, write the wh-words on the board: "what," "where," "why," "how," "when," "who," and "which."

Answers

Activity 1

a

Activity 3

b; a

Activity 4

c

Activity 5

a) T; b) T; c) F

Activity 6

a) the speaker; b) a talk; c) yes; d) yes

Activity 7

b

UNIT 8 • What's STEM?

Contents

» An interview with a science TV host about STEM

Objectives

» Understand the importance of having people from different genres, races, nationalities, abilities, backgrounds, and countries getting involved in STEM
» Activate background knowledge and state opinion on the topic
» Listen for specific information: identify words and phrases
» React to the content of the video and express opinion on topic

Materials

» Student Handbook, pages 241-242
» Audio track

Class Plan

Beginning

Write the following school disciplines on the board in four different columns: "science," "technology," "engineering," and "mathematics." Tell students to stand in front of the subject they are most interested in. Make general comments about students' choices and explain to them what **STEM** (education) means learning approach that covers science, technology, arts, and math.

Developing

Activity 1

Have students open their books to page 242 and explore the image. Ask a volunteer to read the questions and help with language if necessary. Pair students up and have them discuss the questions for a few minutes and then invite a few students to share interesting information with the whole group.

Activity 2

Go over the instructions. Explain to students you will play the audio once for them to underline the appropriate option and a second time for them to double check their answers.

Play the audio twice then check with the whole group. Write the answers on the board.

> **Audio Script • Track 8.1**
>
> **Olivia Rodrigo:** Hey, guys! I'm Olivia Rodrigo and happy National STEM Day! Women make up about 50% of the college educated workforce but are severely under-presented in the STEM fields. But today I have with me an amazing STEM scientist, Emily Calandrelli, who some of you may know as the Space Gal. I've always been super-interested in science, so I'm really excited to be here today to talk about what Emily does as an MIT engineer turned TV show host. So, thank you so much for coming.
>
> **Emily Calandrelli:** Yeah, absolutely!
>
> **Olivia:** So, what was your favorite subject in school growing up?
>
> **Emily:** Yeah, I think for me I really liked math. I really liked being able to study something that had an absolute answer. Science for me was a little bit harder because I thought it was messier.
>
> **Olivia:** Tell us more about what you do.
>
> **Emily:** Most of my background is in science and engineering.
>
> **Olivia:** Right.
>
> **Emily:** So I have four degrees.
>
> **Olivia:** You go, girl!
>
> **Emily:** I was in school for a long time.
>
> **Olivia:** Yeah.
>
> **Emily:** I did Mechanical Engineering and Aerospace Engineering for undergrad, and then I went to MIT for Aeronautics and Astronautics Engineering. Mostly space stuff. And, then I got a second masters in something called Science and Technology Policy.
>
> She Can STEM. "Out of This World: Olivia Rodrigo Talks STEM with Emily 'The Space Gal' Calandrelli." YouTube. November 8, 2018. Accessed November 18, 2019. https://www.youtube.com/watch?v=NkkK9rEqBxU. Excerpt from 0:00 to 1:03.

Activity 3

Ask students to listen to another part of the interview and complete the sentences with the words given. Explain to them you will play the audio once for them to complete the activity. If necessary, you will play a second time. Have students compare their answers in pairs and then check them with the whole group. Write the answers on the board.

Audio Script • Track 8.2

Olivia: Why do you think it's important for younger girls to stay in the STEM fields?

Emily: So, right now, we don't have that many women in STEM and that's harming our entire society because as we build technology and as our society becomes more and more reliant on technology, we need perspectives from so many different people to understand how that technology is going to impact our lives. And so, we need people, not just women, but we need people of different races, different nationalities, different backgrounds, different abilities to be able to influence how that technology is built, how we regulate that technology so that we have a handle on where that technology is going and how it's affecting our society.

Olivia: Right, 'cause it's such an important field. There's no way that a small group of people can be representative of the whole group or species that's using it.

Emily: Exactly! Oh, my gosh, that's exactly it. We need everybody at the table to influence how it's built.

She Can STEM. "Out of This World: Olivia Rodrigo Talks STEM with Emily 'The Space Gal' Calandrelli." YouTube. November 8, 2018. Accessed November 18, 2019. https://www.youtube.com/watch?v=NkkK9rEqBxU. Excerpt from 4:45 to 5:36.

Activity 4

Arrange students into small groups and address them to the activity. Invite a volunteer to read the questions and help them with language if necessary. Allow groups enough time to discuss their opinions. After some time, open it to a whole class discussion.

Ending

Pair students up and have them guess what profession the other student would like to follow and vice versa. Have them reveal their choices afterwards.

Answers

Activity 1

Personal answers.

Activity 2

a) National STEM Day; b) the workforce with a college degree; c) aeronautics and astronautics engineering; d) enthusiasm.

Activity 3

a) women; b) perspectives; c) nationalities

Activity 4

Personal answers.

UNIT 8
Lesson 3 | Part 2

Contents
» Ch sound
» While vs. when

Objectives
» The sounds of ch
» Use while and when

Materials
» Student Handbook, page 89
» Audio track

Class Plan

Beginning

Play Stop with students. Have them copy the following table in their notebooks:

CATEGORY	NAME	ANIMAL	FOOD	PLACE	PROFESSION
STARTING WITH THE LETTER **M**					
CONTAINING **CH** IN THE WORD					

CATEGORY	NAME	ANIMAL	FOOD	PLACE	PROFESSION
STARTING WITH THE LETTER **M**	Maria Marcus	Monkey Moose	Macaroni Mustard	Moscow Malasia	Mathematician Make up artist
CONTAINING **CH** IN THE WORD	Richard Rachel	Chinchilla Chimpanzee	Chilli Cheese	Chicago China	Chemist Teacher

Start the first round with an easy letter, such as M. Then, in the second round, have them play with words that have CH in them. The student who finishes completing the chart first has to shout "Stop!" Check their answers.

Developing

Activity 8

Before playing the audio, ask students to read the words given and, if they already know the answer, circle the words using a pencil. Encourage them to say the words as they listen. After you have checked their answers, as a follow-up, talk to them about the other **ch** sounds and the origin of some words. Explain that most words whose **ch** sound is /k/ are of Greek origin whereas the ones whose **ch** sounds like /tʃ/ have a French origin. Write "chef," "echo," "chicken," "rich," "architect," and "moustache" on the board and ask students to decide which ones have the same **ch** sound as **school** /k/ (**architect** and **echo**), **cheese** /tʃ/ (**chicken** and **rich**), and **machine** /ʃ/ (**chef** and **moustache**).

> **Audio Script • Track 38**
>
> mechanical technology
> a) cheese; b) chemistry; c) chore; d) machine;
> e) school; f) searching

Activity 9

Talk to students about the video games they enjoy playing and ask them to check if their favorite kinds of game are listed in the options for this activity. Play the audio once.

> **Audio Script • Track 39**
>
> A lot of girls love playing video games but the design of popular games almost always aim for the interests of boys. 11-year-old Cora Jenner created an award-winning game while she was attending Girls Who Code, a sumer camp that teaches girls the principles of game design and coding in order to encourage interest in technology.
> Cora told us that her main objective was to have fun so she couldn't predict the success of The Adventures of Emerald when she developed it.
> The game shows the everyday adventures of a girl who has to look after herself because she does everything alone. The adventures that Emerald experiences help her get along better with herself. At the end of the game she understands that the simple act of doing things alone is incredibly powerful.

Activity 10

Play the audio again and allow students some time to correct the false sentences.

Activity 11

Before students look at this activity, write "Girls Who Code" on the board and ask them what it is. If students cannot answer, play the audio again and ask them to pay close attention to the information given about it (it is a summer camp that teaches girls the principles of game design and coding in order to encourage interest in technology). Ask them if they would like to go to a camp like this and if the boys would also like to have something similar. Then ask students to read the two sentences and complete the rules.

Activity 12

Ask students to do the activity individually and then compare their answers with a classmate.

Extra Activity

Explain to the group that some students will perform a chain of actions and the others must pay close attention to when the actions take place. Ask four volunteers to assist you in this activity. Complete the cards that you prepared earlier with their names and give each one a card, which they should read and keep secret. Ask them to ask you any questions before they begin the activity.

When they are ready, ask them to perform the actions. At the end, ask students to say what happened and when. If necessary, ask the volunteers to perform the actions one more time.

Ending

Have students talk about their favorite game in pairs. Then have them discuss if they think the games are easy or difficult to code. After that, have them create a new game. They should give a name to the game and talk about its story.

Answers

Activity 8
b; c; e

Activity 9
a

Activity 10
a) F – She didn't predict the success.
b) F – It's about a girl who needs to take care of herself alone.
c) T

Activity 11
a) finished event; b) same time

Activity 12
a) while; b) when; c) when; d) while

UNIT 8 • Simple Past and Past Progressive
Conjunctions: When and While

Contents
» Simple past and past progressive
» Conjunctions **when** and **while**

Objectives
» Review and expand the grammar content from unit 8
» Practice using the simple past and past progressive
» Practice using the conjunctions **when** and **while** in past sentences

Materials
» Student Handbook, pages 226-227

Class Plan

Beginning
Review the verbs in the past form by playing a Ping Pong game. Ask students to be in a circle or in line. One student says a verb in the present, and the next one says the corresponding past form. If you want to make the activity more challenging, assign a beginning letter for each round. For example, verbs starting with **a** (arrive-arrived, ask-asked, awake-awoke).

Developing

Activity 1
If necessary, review the use of the present progressive and the simple past in the same sentence. Have students read sentences and complete with the correct verb form. When they finish, have them compare the answers in pairs. Check the activity with the whole group.

Activity 2
Ask students to look at the pictures to see what happened in the past. They need to answer the questions using sentences in the past progressive or simple past, and **when** or **while**. Ask them to read the example and answer any questions. There is not only one correct answer. You can use the suggested answers as extra examples if students have doubts. Ask some volunteers to read the answers aloud to check the activity.

Activity 3
Ask students to look at the pictures and write sentences about what those people were doing. Explain that there is not only one correct answer. Accept all the answers that make sense. Ask some students to read their sentences aloud and clarify and questions they might have.

Activity 4
Explain to students they are going to write sentences about themselves. They are going to say what they were doing at the times mentioned. Answer any questions students might have and invite some of them to share their answers with classmates.

Ending
Organize students into pairs and invite them to share their answers from activity 4. Then they switch pairs and talk about what their classmates were doing. For example, Student A shares their answers with Student B and vice-versa. Then they switch pairs: Student A shares what Student B was doing at those specific times in activity 4 with Student C. Student B does the same, sharing Student A's answers to Student D, and so on.

Answers

Activity 1
a) was texting, called;
b) were traveling, visited;
c) was writing, went off;
d) was riding, rang;
e) was watching, fell;
f) were talking, came in

Activity 2
Suggested aswers:

b) He slept while reading his book.

c) They were playing soccer when it started raining.

d) He fell while texting on the cell phone.

Activity 3
Suggested answers:

a) The woman was meditating while the girl was writing/drawing./The woman was meditating. The girl was writing/drawing.

b) The woman was helping their kids./The teacher was teaching their students./They were studying/writing/learning.

Activity 4
Personal answers.

UNIT 8

Lesson 4 | Part 1

Contents
» Interview

Objectives
» Read and analyze characteristics of interviews

Materials
» Student Handbook, pages 90-91
» Audio track
» Any song students like

Class Plan

Beginning

Play a song students like and ask them to mingle as they listen to it. Each time you stop the song, they should get together with someone near them and interview their classmate about one of the following.

› Something they remember from previous lessons.
› Something they like about computer and video games.
› Something related to technology that they plan to do in the near future.

Developing

Activity 2

Ask some volunteers to share their answers with the whole group.

Activity 3

Invite students to read the interview and underline what they consider interesting. They could then talk about what they have selected and why in small groups.

Language Variation

You may point out to students that **math** is the short form of **mathematics** and that this is the form used in the United States and Canada. In countries where the British English variation is more common, such as England, Scotland, India, and Australia, the word **maths** is used.

Activity 5

Explain that the writing activity in this lesson is an interview, so they will be looking more closely at this interview's organization in the next three activities.

Activity 7

Draw students' attention to nonverbal characteristics such as size of font and use of bold in the headline and stand first.

Ending

In pairs, students interview each other about their opinion on gender diversity in technical fields. Elicit the possible questions to help them.

Answers

Activity 2
c) In newspapers, magazines, and websites.

Activity 4
a) Girls Who Code and the gender gap in STEM fields.
b) formal language.

Activity 5
a) The first paragraph.

b) The first question "What prompted you to create Girls Who Code?"

Activity 6
b; c

Activity 7
1; 5; 4; 3; 2

SPEAKING

UNIT 8 • Women in STEAM

Contents

» Women in science and arts

Objectives

» Review and expand the language content from unit 8
» Describe famous people in history
» Talk about women in science

Materials

» Student Handbook, pages 268-269

Class Plan

Beginning

Write the word "STEAM" on the board. Ask students if they know the meaning of this acronym (science, technology, engineering, art, and mathematics). Ask them about their most favorite and least favorite area in STEAM.

Developing

Activity 1 – Preparation

Explain to students that they need to go over the areas listed in the table and think of the challenges women might have faced in the past. Then they should reflect on the scenario in the present in their opinion. Check if they understand what they have to do and allow them some minutes to do the activity.

Activity 2 – Interaction

Divide students into pairs. Explain that they are going to take turns talking about their ideas listed in activity 1.

When students finish, ask them to join a bigger group of students and share their thoughts. Allow them some time for this activity. Walk around the classroom and monitor their work.

Activity 3 – Interaction

Ask students to suggest some items (books, TV shows, movies) about women in STEAM. If they do not know any items, if possible, ask them to search the web or assign this task as homework. Students can share their suggested items in the following lesson.

Ending

Invite students to come up with some ideas on how girls from different backgrounds could be further supported to pursue careers in STEAM. Talk to them about the importance of education for girls and women empowerment and to reduce inequality.

Answers

Activity 1 – Preparation

Personal answers. Suggested answers: In all areas, women have faced and still face discrimination and prejudice. For many years they were not allowed go to universities and become doctors, scientists, engineers, etc. You can talk to students about how many things to women have improved, however inequality and discrimination against women are still major problems in our society.

Activity 2 – Interaction

Personal answer.

Activity 3 – Interaction

Personal answers. Suggested answers: Movies – *Hidden Figures, Ruby Bridges, Mona Lisa Smile, Queen of Katwe, Amelia*; Books – *Goodnight Stories for Rebel Girls, Girls Think of Everything: Stories of Ingenious Inventions by Women, Women in Science: 50 Fearless Pioneers Who Changed the World.*

GAME

Future Destinations

Contents

» **Be going to** and **will**
» Future events and predictions

Objectives

» Consolidate the use of **be going to** and **will** to talk about the future
» Talk about planned actions (**be going to**) and general predictions (**will**)

Materials

» Several blank index cards (at least one per student)
» Lively music (optional)

Class Plan

Beginning

Explain to students that they are going to practice two different ways to talk about the future. Review the use of **be going to** and **will** if necessary. You can write a sentence on the board (e.g., "I am going to visit Japan next December.") and explain that **be going to** is used for future planned actions. Then you can write other sentences with **will** (e.g., "I will see the beautiful cherry trees in bloom" or "I probably won't be using chopsticks while eating Japanese food.") and explain that **will** is used to talk about general predictions and decisions based on one's opinion.

Developing

Give each student a blank index card. Tell them to think of possible destinations and write the name of a place on their cards.

> **Tip**
>
> Depending on the time available and students' level, you can also have them think of some situations that might happen and write them on the other side of the cards. The game becomes more challenging.

Here you find some destinations (and some situations) you can think of with students. However, they can choose any place they like.

› Japan
Enjoy the cherry blossom season.
Eat with chopsticks.

› Hawaii
Get a tan in Waikiki.
Have an allergic reaction to Hawaiian food.

› Paris
Visit the Eiffel Tower.
Eat *escargot*.

› New York City
Go to Times Square.
Be stuck in traffic.

› London
Ride the London Eye.
Spend all your money on food.

› Rio de Janeiro
Visit Copacabana beach.
Get sunburned.

› South Africa
Visit paradisiac beaches.
Swim with white sharks.

› India
Visit the Taj Mahal.
Eat spicy food.

Once students are done, ask them to stand up and walk around. Play some music if available. Then stop the music, and each student should exchange cards with a classmate next to them. They talk about their destination and should mention at least two predictions of situations that might happen. You can model the conversation first. For example,

A: Hi, [Aline]. Where are you going to go on your next vacation?

B: I'm going to visit [India].

A: Will you visit the Taj Mahal?

B: Yes, I will! But I won't eat any spicy food, I think.

Allow students some time and play the song again. Students walk around again. When you stop the music, they have to talk to another classmate. Make sure they exchange their cards first and have the chance to talk about a different destination.

Ending

When time is up, invite some students to talk about their destinations and predictions with the whole group.

READER

Ask a Friend | Part 3

Contents

» Chapters 6-8 of the book *Ask a Friend*

Objectives

» Play Call My Bluff
» Review the story

Materials

» Graded Reader – *Ask a Friend*

Class Plan

Beginning

Have three events in the story written on the board. Play Call My Bluff by asking students if there is anything strange about these facts. Two sentences are true and one is false.

You can use these sentences:

› Janie has a back-up of the program. (True)

› Janie says that they can work at her home. (True)

› Janie and Aisha talk on the radio about their app. (False: bluff)

Ask students to guess which of the three sentences is false, but do not tell them the answer yet at this stage.

Developing

Allow students time to read chapters 6-8, and then discuss afterwards which of the three sentences was false. See how many students were correct with their guesses.

Pair students up and assign each pair a different chapter/part of the story. The pairs will write three sentences about their part. For each group of sentences, two sentences should be true and one false. This false sentence can be invented, a bluff.

Explain that, in Call My Bluff, the intention is to make all the three facts believable and the false sentence as hard to guess as possible.

Every student from the pairs should take notes in their own notebooks, as they will later work individually.

Once the pairs have their sentences prepared, they should go around the classroom talking to classmates and trying to guess which sentence from different groups is false (calling the bluff). Encourage students to talk to all the members from the other pairs.

If students like competitions, have them score one point for guessing the bluff right and give one point away for guessing it wrong.

If time allows, students write three facts about themselves and have their classmates call their bluff. The sentences can be inspired by the story and the previous activity.

Ending

Students report to their original classmates their performance in the activity and how hard/easy it was to call the bluffs.

READER
Ask a Friend | Part 4

Contents
» Technology history
» Women in tech

Objectives
» Talk about women in tech
» Research about woman in tech
» Prepare a presentation

Materials
» Graded Reader – Ask a Friend
» Computer lab or devices with internet access

Class Plan

Beginning

Ask students about technology: "Do you think it is important nowadays?", "How do you think people invent apps?", "Which apps do you think are cool and help people?"

Explain that in the book they have just read the girls made an app to help refugees. Ask "Do you know any girls who invented an app or something related to technology?" Give some time to students so they can talk about it.

Developing

Divide students into four groups. Each group will be in charge of doing some research about one woman in technology.

List some of the names below:

› Ada Lovelace: http://ftd.li/fy8fsc

› Grace Hopper: http://ftd.li/cefnfg

› Sister Mary Kenneth Keller: http://ftd.li/pzwxtn

› Carol Shaw: http://ftd.li/oyj9no

› Henrietta Swan Leavitt: http://ftd.li/pf4jda

The groups then choose one women and use the rest of the class to research her work and life.

Explain to students they will present their research in the next Reader class. They can use timelines, slides, images, videos or any kind of features they want. Help them with any necessary support.

Ending

Give students time to finish their work and rehearse the presentation.

UNIT 8

Lesson 4 | Part 2

Contents

» Interview by e-mail

Objectives

» Write an e-mail with interview questions for a STEM professional
» Perspective-taking

Materials

» Student Handbook, page 91

Class Plan

Beginning

Have students organize themselves into groups according to their favorite school subject that appear in activity 1 from page 86. After the groups are formed, analyze the amount of girls and boys in the technical field subjects and discuss these results.

Developing

Think Tank

Encourage students to brainstorm as many possible answers to the questions as possible. In order to do so, encourage them to think of different age groups.

Activity 8

As students will be interviewing people they do not know personally, help them consider how to introduce themselves to the interviewee and the information they should give about their background and the purpose of the interview. If you find it relevant for the group, write this introduction collectively. Check the different possibilities students have for posting their interviews online. The school's blog, social media or website are interesting options as they provide students with real readers.

Ending

Ask students to form small groups and choose a picture in the unit. Together, they should make up details of what happened just before the picture was taken. Invite them to share these details with the whole group without showing the picture. The other groups try to guess which picture it is.

READER

Ask a Friend | Part 5

Contents

» Technology history
» Women in tech

Objectives

» Give presentations and feedbacks

Materials

» Graded Reader – Ask a Friend
» Computer lab or devices with internet access
» Slideshow projector

Class Plan

Beginning

Have students help prepare the classroom for the presentations. Have everyone sit comfortably in a spot where they can see the projections well. Students may use any tools or props they wish to make their presentations more interesting and memorable.

Developing

Groups present their work. The other groups should take notes of the strengths of each presentation.

Ending

Remind students of the feedback session they had for your presentation in the previous Reader class (the one before this one). Students give honest, respectful and constructive feedback to each group, remembering to always give a suggestion or an alternative to something that did not work so well. In the end, everyone gives a big round of applause to the whole group!

UNIT 8 • Women in Science 📖

Contents
- Statistic data
- Graphs
- Women in Steam

Objectives
- Understand when to use pie charts or column charts to represent statistic data
- Create pie charts to represent statistic data

Materials
- Student Handbook, pages 199-202
- Colored pens or pencils (two different colors)
- Rulers (one per students, optional)
- Computer lab and devices with internet access

Class Plan

Beginning

Activity 1
Start the class by asking students to name some famous women in science and their accomplishments. Show the pictures and quickly elicit information about the women portrayed. Ask students to work in pairs to complete the activity. Have them look at the pictures carefully to get some clues about the women if they do not know who they are. If possible, they can use their cell phones or tablets to do a quick search on the internet. Collect answers orally and ask follow-up questions like "Do you think drugs like insulin help people live a better life?" to help students realize the relevance of these women's contributions to science.

Developing

Activity 2
The objective of this activity is to introduce the concept of **statistics** and **percentages**. Ask students to do the activity individually. Then allow them time to work in pairs and compare their answers and ideas. Select a few students and collect their answers openly. Clarify the concept of **statistics** based on the definition provided in the box. Ask students to give examples of where they see statistics in their daily routines.

Activity 3
The objective of this activity is to show students how statistics can be represented visually through graphs.

Ask a student to read sentence a aloud and elicit from the group if they have any ideas of how to show this information visually. Explain that in a pie chart we color an area corresponding to the percentage we want to represent. Therefore, they have to keep in mind that the whole pie represents 100%. They can use rulers to divide the pie into ten equal parts, each one representing ten percent, to help them color in more accurately. Let students work individually and color in their pies to represent the values expressed in the sentences. Monitor their work, and when they have finished, ask one or two students to go to the board to draw their pie charts.

Activity 4
The objective of this activity is to help students understand when to use **pie charts** and **column charts** to represent statistic data more accurately. Allow students time to complete the definitions individually. Check the answers with the whole group.

Activity 5
Based on the previous activity, allow some time for students to answer the question. Help them understand why the data in activity 3 are better represented in a pie chart rather than a column chart.

Activity 6
The objective of this activity is to give students an opportunity to analyze statistical data and decide if they are better represented by pie charts or column charts. Allow students time to work in pairs and remind them to justify their answers.

Activity 7
The objective of this activity is to provide students with the language necessary to describe percentages and to read pie charts. Allow students to work in pairs and write the numbers in full. Check answers and write them on the board. Clarify any aspects of pronunciation students might be struggling with (e.g., PERcent instead of perCENT, of /af/ instead of /av/ and the **th** sound in the fractions). Revise any aspects of form students might be struggling with (e.g., verb form after the words **majority** and **minority**).

Activity 8 (a-b)
Students are going to analyze statistical data, create pie charts to represent it, and describe it orally. Have students work in groups of three or four to do this activity. Each

group should discuss which of the data (activity 6) they find the most interesting and prepare the graphs. Monitor and help if necessary.

Extra Activity

Ask students to research statistics about women in science in Brazil and create a chart to represent the data they collect.
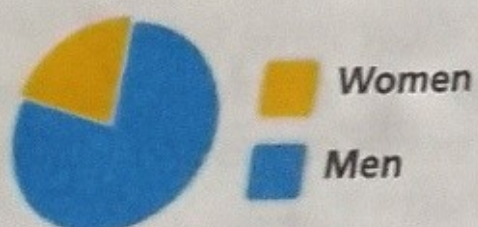
Answers

Activity 1

1) d; 2) c; 3) g; 4) e; 5) f; 6) h; 7) a; 8) b

Activity 2

a) Personal answer. The minority.

b) Possible answers: historically, and still today, women were not given equal opportunities to work in the fields of science. This is a field normally associated with an all-male workforce.

Activity 3

a) Women employed in high-tech jobs in the United States - 2017

Women
Men

b) Women recipient of STEM bachelor's degrees in Canada

Women
Men

Ending

Activity 8 (c)

Have students present what they created to the classmates or display their charts around the classroom. Open a discussion for students to put forward their ideas about the data they represented.

Activity 4

a) column; b) pie; c) pie

Activity 5

They are pie charts.

Activity 6

a) column chart (there are two categories); b) pie chart; c) pie chart; d) pie chart; e) pie chart; f) pie chart; g) column chart (there are four categories)

Activity 7

a) thirty percent of women; b) twenty percent of scientists; c) half of the doctors; d) one third of the astronauts; e) one fourth of the mathematicians; f) one fifth of the computer scientists; g) one tenth of the students

Activity 8

Personal answers.

UNIT 8 • An Online Game

Contents

» Gaming

Objectives

» Plan and draw some samples of an online game
» Work collaboratively to reach a goal

Materials

» Sheets of paper (blank and draft – several per group of four or five students)
» Colored pencils and markers
» Sample of famous online games or pictures
» Printouts or cutouts of different pictures
» Glue and scissors

Class Plan

Beginning

Ask students to name some online games they like and usually play. Write some of their ideas on the board. Ask them to describe some of these games, what the objectives are, which levels they need to go through to reach the goal, what the challenges are, etc. Have them talk for a while and write some of their ideas on the board.

Developing

Show students some samples of the games you selected. Organize students into groups of four or five. Make sure you have groups of boys and girls mixed up. Explain to students that they are going to plan and draw an online game. Ask them what game they would create if a gaming company asked their opinion. Explain that this needs to be an educational game, but it must have the same features as the online games they usually play.

Explain that commonly these games have a story behind them, characters (heroes and villains), settings, etc. They have to think about the final objective of the game and the levels a player has to go through to reach that objective. Therefore, they need to think about the challenges.

To guide students through the process, you can establish the number of levels (e.g., three), characters, and settings. Then they can draw only three or four screens/scenes as examples.

Give each group some sheets of paper and ask them to write a draft of their games, including all the elements they should have. While they work, walk around the classroom, monitor, and help them as needed. Also, make sure that the girls are participating and giving ideas. Likewise, boys should listen to and consider their ideas. Each member of the groups should be responsible for some part of the game.

Tip

The gaming industry has been dominated by men for a long time. However, a lot of girls and women are passionate about video games and have become developers. In all lessons encourage boys and girls to work collaboratively and always talk to them about the importance of avoiding stereotypes and bias. You can learn more about women in the gaming industry and also about games developed by women at the following links.

- Game Designing, "The Effect of Women in Gaming": http://ftd.li/ahejc4;
- Game Designing, "The Best Games Made by Women": http://ftd.li/r2v3vd.

Once students have finished their drafts, hand in some blank sheets of paper and have them draw some scenes of their games, ask them to add as many details as possible. They can use some printouts or cutouts on their scenes if they want to.

Ending

Have the groups present their games. Ask them what kind of educational game it is, what players will be learning. Have them justify their choices, present the final goal, the characters, and some of the challenges.

Have students comment on the games and tell which one(s) they would like to play and why.

Units 7-8

Contents
» Past progressive
» Simple past
» Schedule table
» Biography

Objectives
» Revise content from units 7-8
» Create a summer camp schedule
» Write a short biography

Materials
» Student Handbook, pages 98-99
» Kraft paper
» Sticky notes

Class Plan

Beginning
Ask students what they think can be done to change the world. Encourage them to participate and explain that it can be a big or a small thing. Write the answers for later on the board.

Developing

Unit 7

Activity 1

Explain the activity and how to use the ideas wrote on the board. Allow students time to think about things that can change the world.

Activity 2

Ask students to work in small groups to discuss about the ideas and to choose five topics to create the schedule for the camp. Give them 5 minutes to do it. Monitor the activity and help when necessary.

Activity 3

Ask students to work in groups to create the summer camp schedule. Allow them time to think about possible activities. Maybe you should give them the start question "What could I do on Monday morning?", for instance. Monitor the activity and help them when necessary.

Suggest students to do the schedule in a kraft paper and write down the activities or use sticky notes so they can rearrange if they want. They can put it up the wall and invite the other groups to see what they did.

Activities 4 and 5

Ask one volunteer to read the instructions and look at the examples with the whole group. Make sure everyone understands what to do. Tell them to use the schedules from activity 3 to do the activities. In pairs, they should make the questions based on the groups' schedule, and then do the role-play. As students work, circulate and note down any doubt/errors in the use of past progressive to explain later.

Unit 8

Activity 1

Revise the differences between the simple past and the past progressive. Then do the first one together with the whole group. Then tell students to work on the other sentences individually. Walk around the classroom and help them when necessary.

Activity 2

Have students read the instructions and check if they understand what to do. Give them 2 minutes to do the activity.

Activity 3

Ask students the main characteristics of biography genre and write it on the board for easy reference. Individually, have students write down the biography on the woman who really inspires them. As they finish, ask volunteers to share what they wrote with the group.

Ending
Ask students to tell their classmates about women who inspire them and why.

___

Answers

UNIT 7

Activities 1-5

Personal answers.

UNIT 8

Activity 1

a) created; b) were working, suggested; c) won, was researching

Activities 2-3

Personal answers.

ASSESSMENT

Units 7-8

Contents

» Content from units 7-8

Objectives

» Assess what students have learned in units 7-8

Materials

» Test available at Iônica
» Extra activities (optional)
» Readers (optional)

Class Plan

In Advance

› A few weeks before the due date, take the test in one sitting and write down the time you spent. Multiply it by around 5 to 8 times and this is the time students will need to complete their tests.

› Make sure students can do the activities independently as they must remain in silence in order to not disturb other students who are still answering the test.

› Consider students' characteristics and knowledge. Make changes in the test to guarantee that it fits the time slot you have and it reflects what happened in classroom.

› Check if you will need sound equipment and make the necessary arrangements.

› Prepare extra activity worksheets and get some readers from the library to give to students who finish the test before others if there is not a waiting room or supervised area they can go to.

Beginning

Arrange students' desks in a way that they are not too close to see each other's answers.

Developing

Tests are typical examples of summative assessments. They are formal, usually administered at the end of a course or unit, only in few times in a year because they aim to measure students' learning over a period of time. However, they are only one among many other forms of assessments you may use to collect data about students'

academic knowledge and English proficiency level. In addition to summative assessments, you may use formative ones. These are informal and ongoing evaluation tasks and activities to monitor progress toward a specific objective. Whether using summative, formative, or both types of assessments, use the results to know more about students' strengths and weaknesses so you can adapt lesson plans, personalize instruction, and choose learning materials to better meet their needs.

Go Further

› For formative assessment ideas, visit https://ftd.li/ut8gpg and https://ftd.li/nbbfso.

› Read about the difference of summative and formative assessments at https://ftd.li/pogkj6 and https://ftd.li/rvaei5.

Classroom Management

› Answer questions students may have about the instructions.

› If students do not know the answer to a question, advise them not to leave it blank. Teach them some strategies, such as to eliminate answers they know are not correct; to pay attention if two alternatives are similar; to look for cues from other questions or from the picture they are looking at. Some suggestions: "Do you understand what you have to do here?", "Which alternatives you know are wrong, so you can eliminate?", "What is the most probable answer?" "[Look at the picture/Read the text] again with more attention. The answer is there."

› Sometimes students only need reassurance, so they ask questions to know if they are correct. In this case, motivate and boost their self-confidence by saying they are capable of answering the questions on their own. If you tell them their answer is right or wrong, students will repeatedly ask for more.

› During the tests, be alert and monitor students by walking around the classroom to make sure students do not cheat or distract other students.

› If some students finish the test before the others and there is not waiting room or supervised area they can go to, tell them to remain silent while other students finish their tests. You may offer them a book to read or a worksheet they can draw, color, or answer without your assistance.

Ending

Dismiss students after they have completed all the test sections.

Tip

After scoring the tests, give feedback to students about the parts they did well and the parts they need to improve as a whole group and individually. For such, you may use the mental and written notes you have taken during the test and write a report card for each student with some personal notes on their performance.

EXAM PRACTICE

Unit 7

Contents
» Content from unit 7

Objectives
» Assess what students have learned in unit 7
» Get students familiar with international exam formats

Materials
» Copies of the exam available at Iônica
» Audio track available at Iônica

Class Plan

In Advance

A few days before:
» download the exam from Iônica and have copies made;
» read the Exam Guidelines available at Iônica in order to familiarize yourself with the exam characteristics and be able to answer students' questions.

In the previous class:
» explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions;
» discuss test-taking strategies they can use during exams, like time management. Leaving difficult questions to the end is one example.

Beginning
...ve before students and check if you have all the ...ssary materials to start the exam. Check if desk arrangements are adequate: they must discourage students' interaction as well as leave enough space for you to move around to help, if necessary. Remove any poster or other display that can offer answers to the exam questions.

Explain to students the test is divided into three parts: **Reading and Writing, Listening,** and **Speaking.** Hand the test out. Tell them to only open the question papers when you tell them to do so.

Developing
Tell students they will start the test. Ask them to, first, write their names and date on the front page of the test.

Reading and Writing
For this section, instruct students that if they need to talk to you, they should raise their hands and wait for you to approach them.

Listening
Before starting this section of the test, advise students that they will hear each part of the exam twice.

Speaking
Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave this section for a second class, if needed.

Ending
Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

EXAM P

Unit 8

Contents
» Content fro

Objecti
» Assess wha
» Get studer

Materi
» Copies of
» Audio tra

Class

In Adv

A few
» downl
» read t
to far
and

In th
» exp
the
int
the
op
as
re
» c

EXAM PRACTICE

Unit 8

Contents

» Content from unit 8

Objectives

» Assess what students have learned in unit 8
» Get students familiar with international exam formats

Materials

» Copies of the exam available at Iônica
» Audio track available at Iônica

Class Plan

In Advance

A few days before:

> download the exam from Iônica and have copies made;

> read the Exam Guidelines available at Iônica in order to familiarize yourself with the exam characteristics and be able to answer students' questions.

In the previous class:

> explain to students that, on the day of the exam, they will take a mock test that simulates an international exam. Talk about the importance these exams can have in their lives, for example, opening doors for them to study or work abroad as international language certificates are usually recognized by many international institutions;

> discuss test-taking strategies they can use during exams, like time management. Leaving difficult questions to the end is one example.

Beginning

Arrive before students and check if you have all the necessary materials to start the exam. Check if desk arrangements are adequate: they must discourage students' interaction as well as leave enough space for you to move around to help, if necessary. Remove any poster or other display that can offer answers to the exam questions.

Explain to students the test is divided into three parts: **Reading and Writing**, **Listening**, and **Speaking**. Hand the test out. Tell them to only open the question papers when you tell them to do so.

Developing

Tell students they will start the test. Ask them to, first, write their names and date on the front page of the test.

Reading and Writing

For this section, instruct students that if they need to talk to you, they should raise their hands and wait for you to approach them.

Listening

Before starting this section of the test, advise students that they will hear each part of the exam twice.

Speaking

Help students to feel comfortable during the whole conversation. Candidates to the exam can take the test with another student (or occasionally in a trio). They must have conversations with the examiner (called the "interlocutor" in this part of the exam) and with the other candidate(s).

You may ask help from another teacher for the Speaking section or even leave this section for a second class, if needed.

Ending

Let students know the end is coming by saying something like "You have 5 more minutes until the end of the exam." When you say "Time is over now," ask them to stop where they are and hand over their tests immediately. Collect everything and make sure students have written their name on the question papers.

Song Lyrics

Contents

- Synonyms
- Song lyrics

Objectives

- Learn new vocabulary through synonyms
- Recognize words in songs

Materials

- Student's favorite song and its lyrics (a copy of the lyrics per student or pair of students)
- Slips of paper with either a word from the song or its synonym (one per student – see In Advance box for further details)
- Red and blue pens
- Adhesive tape or reusable adhesive
- Chalk or masking tape

Class Plan

In Advance

Study the lyrics of the chosen song and find words that are new, difficult, or challenging for students. We suggest that you focus on content words (e.g. nouns, verbs, adjectives, adverbs) instead of function words (articles, prepositions, pronouns, auxiliary verbs). Write each word you select on a slip of paper in **red** and its synonym on another slip in **blue**. Each student should get either a slip of paper with a word from the song (**red**) or a synonym (**blue**), so you might have to make two or three sets depending on the number of students you have and the number of words selected.

Beginning

Give each student a slip of paper containing either a word (in red) or its synonym (in blue). Have students walk around and find their matching words. Invite pairs of students to stick their slips on the board.

Give students some time to study the words and their synonyms and make sure they understand the meaning of all the words.

Remove all the blue slips (synonyms) from the board and leave only the red ones (words from the song) scattered around the board randomly.

Developing

Explain to students they will play Relay-race. Draw a line on the floor with chalk or masking tape parallel to the board about two meters away.

Divide students into three groups and have them stand behind the line on the floor, one behind the other.

Play the song. The first three students in line from each group should pay close attention to the lyrics, and when they hear a word from the board, they should run to the board and tap on that word. If the student taps on the correct word, it is a point for their team, and these three students who just played will go to the end of the line. The next student from each of the three groups will continue the game by following the same procedure.

Play the whole song once or twice until all the words have been identified. Count the points and congratulate the winning team.

Ending

Handout the lyrics to students, play the song once more and have students sing along. Alternatively, practice the pronunciation of some words or phrases with them.

WORKBOOK – ANSWER KEY

UNIT 1

Lesson 1

Activity 1

c

Activity 2

a) byebyeplasticbags; b) only once; c) never

Activity 3

a) campaign; b) want; c) produces; d) is; e) are; f) were;
g) saw; h) started; i) decided

Activity 4

a) founded; b) collected; c) agreed; d) was; e) gave; f) talked;
g) explained; h) recycles; i) produces; j) encourage
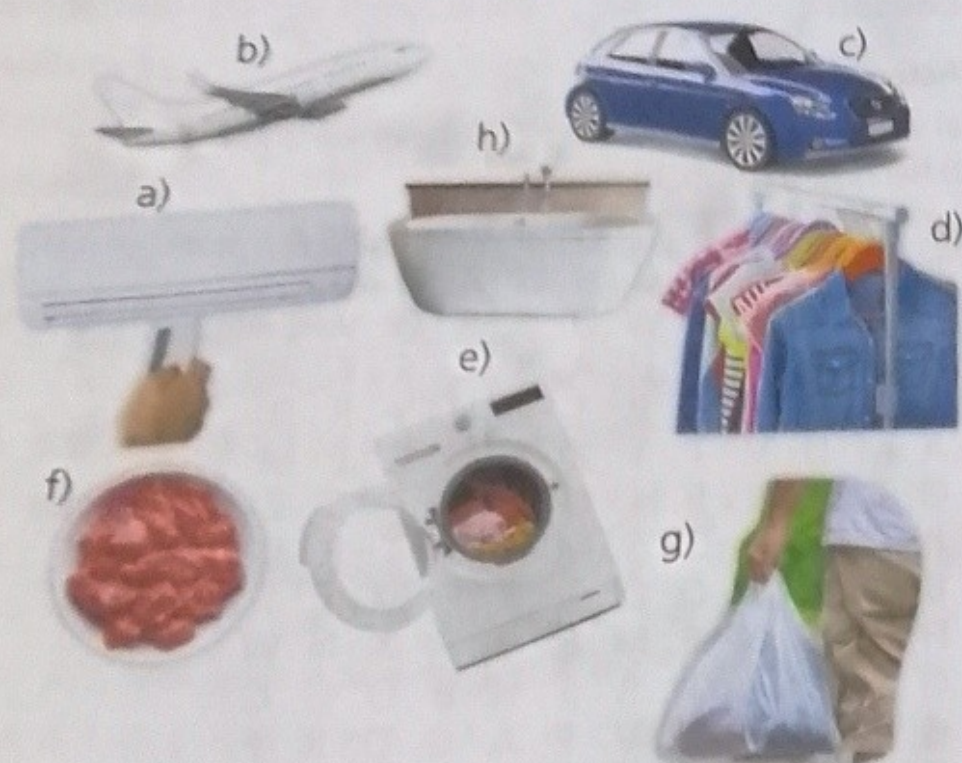
Lesson 2

Activity 1

a) Either, or; b) Either, or; c) Either, or

Activity 2

/aɪ/: cry; fly; lie; my; sigh

/i:/: dream; me; sea; tree

Activity 3

Lesson 3

Activity 1

a) an; b) a; c) some; d) some; e) a; f) an

Activity 2

a) the; b) Ø; c) the; d) the; e) The; f) the; g) the; h) Ø; i) a; j) a;
k) A; l) Ø; m) Ø; n) a; o) the; p) the; q) Ø; r) a

Activity 3

a) many; b) much; c) much; d) many; e) many; f) much

Lesson 4

Activity 1

a) plastic pollution; b) deforestation; c) climate change;
d) wildlife extinction; e) human overpopulation; f) soil
degradation; g) air pollution; h) marine pollution

Activity 2

a) plastic pollution; b) wildlife extinction

Activity 3

a) climate change; b) deforestation
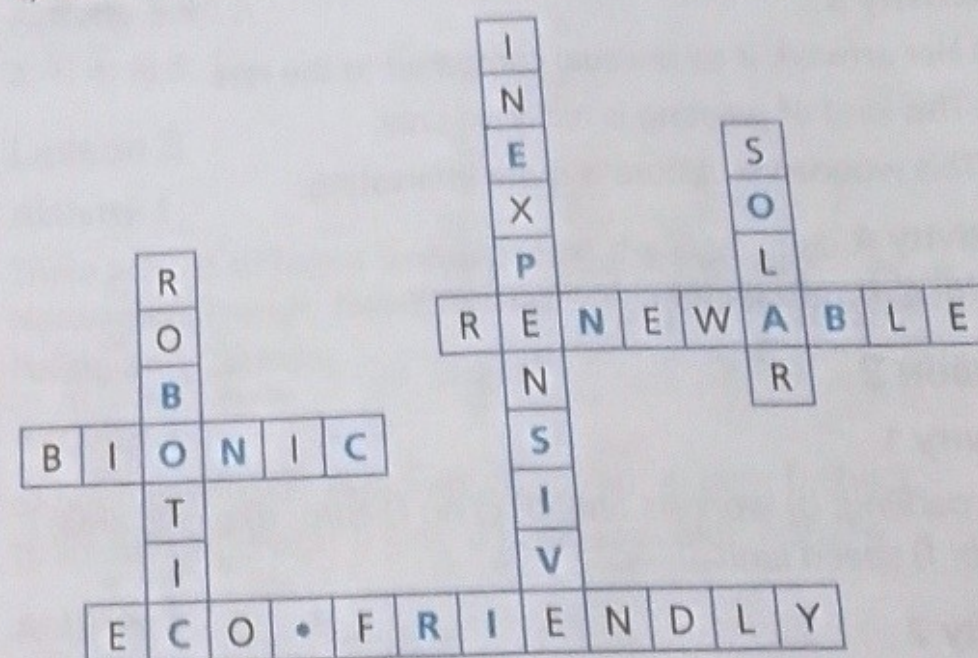
UNIT 2

Lesson 1

Activity 1

c

Activity 2

a) Mare is going to create a solution to neutralize cancer-
causing chemicals.

b) Keiana and her team are going to study the effects of the
new solution in the environment.

c) Keiana and other scientists are going to encourage other
girls to work with STEM.

Activity 3

a) inexpensive, eco-friendly; b) renewable, solar;
c) bionic, robotic

Lesson 2

Activity 1

a) will; b) won't; c) won't; d) will, won't; e) will; f) won't

Activity 2

a) will blow; b) will eat; c) will continue; d) will go; e) will be;
f) will be; g) won't have; h) will be; i) will be; j) won't need;
k) will be; l) will be; m) will have; n) won't need; o) will be

Lesson 3

Activity 1
a) robotic assistant; b) solar panels; c) flying car;
d) bionic boots

Activity 2
a) 'm going to; b) is going to have; c) will

Activity 3
a) will; b) will; c) going to; d) won't

Lesson 4

Activity 1
b; a; d; e; c

Activity 2
b; e; c; a; d

Activity 3
a) for, promise; b) mad, really; c) sorry, accept; d) hurt, forgive;
e) apologize, Can

UNIT 3

Lesson 1

Activity 1
a) an artistic intervention; b) one another

Activity 2
a) F; b) T; c) F; d) T

Activity 3
a) Her artwork is so unusual compared to the rest.
b) This kind of painting is really original.
c) This wooden sculpture is quite interesting.

Activity 4
a) really/very; b) quite; c) really; d) very

Lesson 2

Activity 1
a) no parking; b) workers ahead; c) no U-turn; d) picnic area;
e) stop; f) speed limit

Activity 2
a) cuter; b) scarier; c) more unusual than;
d) less interesting than

Activity 3
Possible answers.
a) A chick is smaller than a houseplant.
b) A book is more informative than a magazine.
c) A painting is more colorful than a photograph.
d) A sofa is more comfortable than a chair.

Lesson 3

Activity 1
a) worst; b) biggest; c) most difficult; d) best; e) most interesting;
f) most modern; g) smallest; h) tallest; i) tiniest; j) most wonderful

Activity 2
a) best; b) smallest; c) most interesting; d) prettiest; e) hottest;
f) busiest

Activity 3
a) happiest; b) taller; c) uglier; d) slower; e) most expensive;
f) dirtiest; g) better; h) most beautiful

Activity 4
a) best; b) west; c) pest; d) nicest

Lesson 4

Activity 1
a) some trash; b) to recycle; c) to litter; d) a bin; e) discarded
materials; f) to upcycle

Activity 2
1) Making the slot; 2) Covering the roll; 3) Finishing touches
a) Place; b) Draw; c) Cut; d) Glue; e) Cover; f) Cut; g) Tape; h) Pin

UNIT 4

Lesson 1

Activity 1
a) wholesale; b) crop; c) agriculture; d) warehouse; e) ripe;
f) harvest; g) fresh; h) retail

```
E L A S E L O H W H N A
R O X M K G U W A H W G
H T Z T J W D S R O V Z
R A E C M H A R E S F I
J K R R Z P T Z H Y R D
A M U V I I Z F O G E M
G C T R E I U L U F S Z
R G L H Z S M O S T H D
B I U I O D T R E M I F
H T C N E M E C B X N W
G C I C F R S H B O G C
C R R R F V F A C O R P
R W G W R E T A I L I P
O I A H I B F Q B O C O
N C G C P O N E M E C R
R Z T T E R Y N S R Y C
```

Activity 2
a: says the food you eat supports your community; states that
local food is healthy

b: suggests eating a variety of fruit and vegetables; does not
promote consuming local products

Lesson 2

Activity 1
Expressing opinion
Asking for opinion
think?; Do you see
Agreeing: I agree
Disagreeing: That
with you
Showing unders
great point.; I to
Concluding: In
we agree?

Activity 2
a) F; b) A; c) N

Lesson 3

Activity 1
a) apples; b
f) tomatoes
k) potatoes

Lesson

Activity
a) any; b

Activity
a) some

Activit
a) roas

Activ

G C
S L
P
O
O

Lesson 2

Activity 1
Expressing opinion: I think that ...; I believe that ...

Asking for opinion: Do you agree with me?; What do you think?; Do you see what I mean?

Agreeing: I agree with you.; You're right.; That's how I feel.

Disagreeing: That's not how I see it.; I disagree.; I don't agree with you.

Showing understanding: I know what you mean.; That's a great point.; I totally understand.

Concluding: In the end, we think ...; In conclusion ...; Do we agree?

Activity 2
a) F; b) A; c) N; d) F; e) N; f) A

Lesson 3

Activity 1
a) apples; b) asparagus; c) bell peppers; d) lettuce; e) pears; f) tomatoes; g) cabbages; h) artichokes; i) beets; j) broccoli; k) potatoes; l) radishes; m) turnips; n) pineapple; o) oranges

Lesson 4

Activity 1
a) any; b) a; c) some; d) any; e) any

Activity 2
a) some; b) any; c) a; d) any; e) some; f) an

Activity 3
a) roast; b) blend; c) stir

Activity 4

```
G C T N X Y W N B O G C C G G K T M E O H M T U G
S L O O H C O O T M D B L P A N I C Z Z R K D P I
P O T P K G O O A E W F T I U D X R X I R P T G N
O T Z G J W P P N O O P S E L B A T G D H U Z Y C
O C K S M V S S V S N M O U M H K I N M G C U B R
J K Y A Z M A A S P N X C B T R G C A O P R F I W
Y M F R I D E E N S P T A N C W C O Z D B J O N I
T C H M K L T T R F I O O Y R F S G O F M W E L C
```

UNIT 5

Lesson 1

Activity 1
d; b; a; c

Activity 2
a) T; b) F; c) F; d) T; e) F; f) T

Activity 3
a) ability; b) permission; c) permission; d) ability; e) possibility

Activity 4
a) He can't speak Russian.
b) Can I use this book?
c) These languages can disappear soon.
d) I can study both languages.

Lesson 2

Activity 1
a) They're my cousins.
b) He's over there.
c) Whose phone is this?
d) It's theirs.
e) It's mine.
f) Who's coming tonight?
g) It's time to go.
h) Do you speak my language?
i) No, I speak a different one.
j) She's a professional.
k) Mike is my classmate.
l) Ellen is my colleague.

Activity 2
a) T; b) F; c) F; d) T

Activity 3
2; 1; 4; 6; 3; 5

Lesson 3

Activity 1
There are ten different languages on the sign: English, Norwegian, French, Dutch, Slovak, Swedish, Slovenian, Greek, Polish, and German.

Activity 2
a) pool; b) squash; c) stamp; d) stamp; e) jam; f) check; g) squash; h) check; i) jam; j) pool; k) shake; l) shake

Activity 3
/oʊ/: almost; go; over; social

/ɔɪ/: choice; noise; oil; voice

Lesson 4

Activity 1
a) Lyn
b) Sanjeev
c) It is informal. Lyn starts and ends the e-mail in an informal way. Lyn and Sanjeev seem to be friends.

Activity 2

a) My sister doesn't **need** to help me write emails to you anymore. I really **love** it. I prefer reading and writing
b) I **don't** like **speaking** and **listening**
c) I also like **learning** new words very much, grammar is **sometimes** hard for me
d) I'm finally **learning**
e) It's **easier**
f) I'm **shy**

Activity 3

a; b

Activity 4

a) Hello (used to start, not to end a message).
b) Sincerely (it's a formal way of ending a message).
c) Dear Mr. Gonzalez (it's a formal way of starting a message).
d) Dear Sam (used to start, not to end a message).

UNIT 6

Lesson 1

Activity 1
1) d, 2) c; 3) a; 4) b

Activity 2
a) couldn't; b) can't; c) can; d) Could, couldn't, can

Activity 3
Possibility: b; c
Ability: a; d

Lesson 2

Activity 1
a) until; b) because; c) and; d) so; e) but

Activity 2
a) My teacher was amazing **because** she was very kind and inspiring.
b) I found history really difficult **but** I studied hard and got a good grade.
c) Summer was my favorite season **so** I really enjoyed the school holidays!
d) I would stay out with my friends **until** I had to go home.
e) I would hang out with my friends in their houses **and** in the local park.

Activity 3
a) rising; b) falling; c) rising; d) falling

Lesson 3

Activity 1
a; b

Activity 2
a) F; b) R; c) B; d) B; e) F; f) R; g) B

Activity 3
a) T; b) F; c) F; d) T; e) T; f) F

Lesson 4

Activity 1
b; d; e

Activity 2
a) In Recife, Brazil.
b) In the poor regions of the Brazilian northeast.
c) Learning how to read, write, and question the political and social context.
d) The oppressed people.
e) Pedagogy of the Oppressed.

UNIT 7

Lesson 1

Activity 1
a) was going; b) was holding; c) wasn't talking; d) were walking; e) was cooking

Activity 2
a) was handing out; b) was reading; c) waiting

Activity 3
a) I was walking to school when my phone rang.
b) I was talking to my sister when my dad said we had to do homework.
c) We were having fun while the other kids were sleeping.

Lesson 2

Activity 1
a) When, did, a; b) What, do you; c) Why, did; d) Why, did you, a; e) Do, you

Activity 2
a) The best busker he's seen.
b) Vienna.
c) She was playing drums made of cheese.
d) Her jokes.
e) On weekends.
f) Because everyone is in a good mood and they like to stop and see him.
g) Yes, if they want to.

Lesson 3

Activity 1
a) were, workin
d) were, playing singing; g) wer

Activity 2
c) No, I was w
d) No, I was v
e) Yes, I was.
f) No, I was i
g) No, I was
h) No, I was

Lesson 4

Activity 1
a) docume
f) group;

Activity
a) Find i
draft; d)

UNIT

Lesso

Activi
a) Hid
e) Gif

Acti
a) w
hea

Le

A
a)
f)

Lesson 3

Activity 1

a) were, working; b) were, volunteering; c) were, watching; d) were, playing video games; e) were, having dinner; f) were, singing; g) were, organizing; h) were, having lunch

Activity 2

c) No, I was watching a movie with friends.

d) No, I was working out at the gym.

e) Yes, I was.

f) No, I was having soccer practice.

g) No, I was studying with my study group.

h) No, I was having lunch at Ana's house.

Lesson 4

Activity 1

a) document; b) opinions; c) action; d) topic; e) politics; f) group; g) individual

Activity 2

a) Find inspiration; b) Brainstorm and take notes; c) Write a draft; d) Let it rest; e) Live it

UNIT 8

Lesson 1

Activity 1

a) *Hidden Figures*; b) *Gifted*; c) *Hidden Figures*; d) *Black Panther*; e) *Gifted*; f) *Black Panther*

Activity 2

a) was reading, arrived; b) started, were playing; c) turned off, heard; d) was making, was taking; e) were doing, called

Lesson 2

Activity 1

a) art; b) computer science; c) English; d) geography; e) literature; f) math; g) natural sciences; h) robotics

Activity 2

art: drawing, painting, sculpture

computer science: coding, programming, software design

English: grammar, listening, speaking

geography: environmental protection, maps, rivers

literature: novels, plays, poetry

math: algebra, equations, formulas

natural sciences: astronomy, chemistry, geology

robotics: drones, mechanical engineering, sensors

Lesson 3

Activity 1

School: chaos, chemical, chorus

Cheese: chin, chips, search

Machine: chef, Michelle, parachute

Activity 2

b) He was working on his project **when** she arrived home.

d) **While** Toshiro was planning his project, he was finishing the programming on the game.

e) **When** she finished work, she was so happy.

Activity 3

a) He liked to listen to music **while** playing video games.

b) She always did his homework **when** she got home from school.

c) **While** talking to her mom, she was thinking about something else.

d) You're doing nothing **while** I'm cleaning the house!

e) **When** you leave, close the window.

Lesson 4

Activity 1

a) How can you encourage younger girls to be more interested in STEM?

b) Why did you choose a major in STEM?

c) What is the biggest challenge you face as a woman in STEM?

d) What does being a woman in STEM mean to you?

Activity 2

Why did you choose a major in STEM?

How can you encourage younger girls to be more interested in STEM?

Activity 3

a; c; d; e